School of Government

MAPP 551
HEALTH POLICY
(15 Points)

Trimester 1 / 2014

COURSE OUTLINE

Names and Contact Details

Course Coordinator:	**Professor Jacqueline (Jackie) Cumming** Room OGB 315, Level 3, Old Government Building, Pipitea Campus Telephone: (04) 463 6567 Fax: (04) 463 6568 Email: jackie.cumming@vuw.ac.nz
Other Contributors:	There will also be presentations from experienced health policy and management practitioners working in the health sector.
Administrator:	**Darren Morgan** Room RH 821, Level 8, Rutherford House, Pipitea Campus Telephone: (04) 463 5458 Fax: (04) 463 5454 Email: darren.morgan@vuw.ac.nz
School Office Hours:	8.30am to 5.00pm, Monday to Friday

Trimester Dates

Monday 26 May – Friday 27 June 2014

Withdrawal from Course

Formal notice of withdrawal must be in writing on a Course Add/Drop form (available from either of the Faculty's Student Customer Service Desks or from the course administrator). Not paying your fees, ceasing to attend lectures or verbally advising a member of staff will NOT be accepted as a formal notice of withdrawal.

1. Your fees will be refunded if you withdraw from this course on or before **Tuesday 27 May 2014**.

2. The standard last date for withdrawal from this course is **Thursday 29 May 2014**. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

Class Times and Room Numbers

Class Dates: Tuesday 27 – Friday 30 May 2014

Class Times: 9.00am – 3.30pm = Tuesday 27 – Thursday 29 May 2014
                          9.00am – 1.00pm = Friday 30 May 2014

Class Location: Room RWW 501, Level 5, Railway West Wing, Pipitea Campus
                          The timetable is available to view on the Victoria University website
                          at www.victoria.ac.nz/students/study/timetables .

Attendance is <u>required</u> for all four teaching days

Course Delivery

This course is delivered in an intensive format over four consecutive days.

Expected Workload

The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first day of the course and regular learning is also necessary (students who leave everything to the last moment rarely achieve at a high level).

Expressed in input terms, on average, the time commitment required usually translates to approximately 150 hours (including class contact time) for a 15-point course.

Prescription

This course provides an overview and analysis of health policy and management in New Zealand. The course focuses on current policy issues in New Zealand, as well as recent policy developments in the United States, the United Kingdom and Europe.

Course Learning Objectives

The course aims to help participants to:

- Gain knowledge of broad trends and issues surrounding health policy, health care systems and health management;
- Understand conceptual and policy issues surrounding the roles of financing, purchasing, providing and regulating health care; and strategy, leadership and management in health care;
- Have a good understanding of the New Zealand health care system and the key policy and management issues in New Zealand and a number of other OECD countries;
- Develop a capacity to see the merits and demerits of different institutional arrangements and to evaluate health care systems in terms of their performance in relation to particular policy and management goals;
- Consider key current management issues and challenges in health care in New Zealand and internationally.

Course Content

The following topics are covered in the course:

Introduction to Health Policy and Management
- Concepts in health policy, health management and health economics
- The nature of health and health care
- Public and Private Roles in Health
    - Financing health care
    - Purchasing health services
    - Delivering health services
    - The regulatory environment for health services

Health Policy
- New Zealand health goals
- Treaty of Waitangi / Māori health
- Financing health services
    - Alternative approaches to financing health care
    - Strengths and weaknesses of the alternatives
- Purchasing health services
    - Deciding on priorities
    - Contracting for services
    - Paying providers
    - Organising the health system – integrated purchasing and provision; purchaser-provider split; the role of competition
- Reforming New Zealand's health system – the purchaser-provider split; district health boards; primary health organisations and primary health care reform

Managing Health Organisations
- Governance and management – how governing boards and managers work together and how district health boards work with communities
- Performance management in the health sector
- Leadership in health care, including change management and quality improvement, and working with professionals

Managing Change – Some Key Issues in Health Care
- Management challenges in district health boards and hospitals; primary health care; and in integrating care

Readings

Reference is particularly made to the following books:

- Cumming, J., McDonald, J., Barr, C., Martin, G., Gerring, Z., and Daubé, J. (2013). New Zealand Health System Review. World Health Organisation: Geneva. www.wpro.who.int/asia_pacific_observatory/en/
- Walshe, K and Smith, J (2011) Healthcare Management. 2nd Edition. Open University Press: Maidenhead.
- Morgan, G. and Simmons, G. (2009) Health Cheque: the truth we should all know about New Zealand's public health system. Morgan Family Charitable Trust.
- Gauld, R. (2009) Revolving Doors: New Zealand's Health Reforms, 2nd edition, Institute of Policy Studies and Health Services Research Centre, Victoria University of Wellington: Wellington.
- Scott, C (2001) Public and Private Roles in Health Care Systems. Open University Press: Buckingham.

Numbered readings below are on Blackboard. Links to material on the World Wide Web are also available through Blackboard.

Topic 1	Introduction to Health Policy and Management

1. Scott, C (2001). "Glossary". In Public and Private Roles in Health Care Systems: Reform Experience in Seven OECD Countries. Buckingham, Open University Press.

2. Evans, R. G. and G. Stoddart (1994). Producing health, consuming health care. Chapter 2 in Why Are Some People Healthy and Others Not? The Determinants of Health of Populations. R. G. Evans, M. L. Barer and T. R. Marmor. Hawthorne, Aldine de Gruyter: 27-64.

3. Culyer, A J (1991). "The promise of a reformed NHS: an economist's angle". British Medical Journal, 302: 1253-1256.

4. 'Public and private roles in health care systems', Chapter 2 in Scott, C. (2001). Public and Private Roles in Health Systems: Reform Experience in Seven OECD Countries. Buckingham, Open University Press.

Health Goals

- Blackboard link to Ministry of Health (2013). Annual Report for the Year Ended 30 June 2013, including the Director-General of Health's Annual Report on the State of Public Health. Wellington: Ministry of Health. www.health.govt.nz/publication/annual-report-year-ended-30-june-2013

Treaty of Waitangi/Māori Health

5. 'Whainga Māori', Chapter 11 in Durie, M. (1998). Whaiora: Māori Health Development. Auckland, Oxford University Press.

- Blackboard Link to King, A. and Turia, T. (2002). He Korowai Oranga: The Māori Health Strategy. Wellington, Ministry of Health. Available at www.moh.govt.nz/publications

Financing Health Care

6. 'Methods of funding health care', Chapter 4 in Donaldson, C., Gerard K., Jan, S., Mitton, V., and V. Wiseman. (2005). Economics of Health Care Financing: The Visible Hand. 2nd edition. Basingstoke, Macmillan.

7. Appleby, J., and Harrison, A. (2006). Spending on Health Care: How Much is Enough? London, King's Fund.

8. Bryant, J., Teasdale, A., Tobias, M., Cheung, J., and McHugh, M. (2005). Population ageing and government health expenditure. New Zealand Treasury Policy Perspectives Paper 04/14.

- Blackboard link to Ministry of Health (2012). Health Expenditure Trends in New Zealand 1990-2010. Wellington, Ministry of Health. Available at www.moh.govt.nz/publications

- Blackboard link to Thomson, S., Foubister, T. Mossialos, E. (2009). Financing health care in the European Union: Challenges and Policy Responses. Observatory Studies Series No. 17. Available at www.euro.who.int/__data/assets/pdf_file/0009/98307/E92469.pdf

Purchasing

9. Forder, J., Robinson, R., Hardy, B. (2005). Theories of Purchasing. In Figueras, J., Robinson, R., Jakubowski, E., (2005). Purchasing to Improve Health Systems Performance. Maidenhead, Open University Press, pp. 83-101.

10. Mooney, G (1994). "Priority setting in health care". Chapter 3 from Key Issues in Health Economics. Hemel Hempstead, Harvester Wheatsheaf.

11. Ashton, T., J. Cumming, & Devlin, N. (2000). "Priority-setting in New Zealand: translating principles into practice." *Journal of Health Services Research and Policy* 5(3): 170-175.

12. Cumming, J., Mays, N. and Daubé, J. (2010). How New Zealand has contained expenditure on drugs. *British Medical Journal* (Commissioned); 340: 5 June 1010; 1224-1227.

13. Langenbrunner, J C., Orosz, E., Kutzen, J., and Wiley, M.M. (2005). Purchasing and paying providers. In Figueras, J., Robinson, R., Jakubowski, E., (2005). <u>Purchasing to Improve Health Systems Performance</u>. Maidenhead, Open University Press, pp. 236-264.

14. Flodgren G, Eccles MP, Shepperd S, Scott A, Parmelli E, Beyer FR (2011). An overview of reviews evaluating the effectiveness of financial incentives in changing healthcare professional behaviours and patient outcomes (Review). *The Cochrane Library,* 2011, Issue 7. http://onlinelibrary.wiley.com/doi/10.1002/14651858.CD009255/pdf

15. Scott A, Sivey P, Ait Ouakrim D, Willenberg L, Naccarella L, Furler J, Young D (2011). The effect of financial incentives on the quality of health care provided by primary care physicians (Review). *The Cochrane Library.* 2011, Issue 9 http://onlinelibrary.wiley.com/doi/10.1002/14651858.CD008451.pub2/pdf/abstract

• Blackboard link to King, A. (2001) <u>The New Zealand Health Strategy</u>. Wellington, Ministry of Health. Available at www.moh.govt.nz/publications

• Blackboard link to King, A. (2001). <u>The Primary Health Care Strategy.</u> Wellington, Ministry of Health. Available at www.moh.govt.nz/publications

Organising the Health System

16. Enthoven, A. C. (1994). "On the ideal market structure for third-party purchasing of health care." <u>Social Science and Medicine</u> 39(10): 1413-1424.

17. Bankauskaite, V & Saltman, R.B. (2007). "Central issues in the decentralization debate" in Saltman, R.B., Bankauskaite, V & Vrangbaek, K. <u>Decentralization in health care</u>. Maidenhead: Open University Press, pp. 9-21.

18. van de Ven, W.P.M.M. & Schut, F.T. (2008). "Universal Mandatory Health Insurance in the Netherlands: A Model for the United States?" <u>Health Affairs</u> 27(3): 771-781.

• Blackboard link to OECD (2008). The OECD Health Project: Towards High-Performing Health Systems: Summary Report.
  Available at www.oecd.org/dataoecd/7/58/31785551.pdf

Reforming New Zealand's health system

19. Cumming, J. and Mays, N. (2002) "Reform and counter reform: how sustainable is New Zealand's latest health system restructuring?" <u>Journal of Health Services Research and Policy</u> 7 (Supplement 1): 46-55.

20. Ashton, T., Cumming, J, McLean, J. (2004) Contracting for health services in a public health system: the New Zealand experience. Health Policy, 69 (1): 21-31.

21. Ministry of Health (2012). Briefing to the Incoming Minister of Health. Wellington: Ministry of Health.

22. Ministry of Health (2012). The New Zealand Health and Disability System: Organisations and Responsibilities. Briefing to the Minister of Health. Wellington: Ministry of Health.

- Blackboard link to Mays, N. and K. Hand (2000). <u>A Review of Options for Health and Disability Support Purchasing in New Zealand</u>. Wellington, Treasury paper. Available at www.treasury.govt.nz

- Blackboard link to Cumming, J and the Health Reforms 2001 Research Team <u>Reports on Health Reforms 2001 Research Project</u>. Health Services Research Centre. Available at www.victoria.ac.nz/hsrc

- Blackboard link to Cumming J, and the Primary Health Care Strategy Research Team <u>Reports on the Evaluation of the Primary Health Care Strategy.</u> Health Services Research Centre. Available at www.victoria.ac.nz/hsrc

- Blackboard link to Cumming, J., McDonald, J., Barr, C., Martin, G., Gerring, Z., and Daubé, J. (2013). New Zealand Health System Review. World Health Organisation: Geneva. www.wpro.who.int/asia_pacific_observatory/en/

Topic 3   Managing Health Organisations

23. Freeman, T., (2006). Performance measurement and improvement. In Walshe, K. and Smith, J. (2006). <u>Healthcare Management</u>. Maidenhead, Open University Press, pp. 300-320.

24. Conrad, D.A. (2009). Incentives for healthcare performance improvement. In Smith, P.C., Mossialos, E., Papanicolas, I., and Leatherman, S. (2009). Performance measurement for health system improvement. Experiences, Challenges and Prospects. Cambridge: Cambridge University Press, pp. 582-612.

25. Chambers, N. (1011). Leadership and Governance. In Walshe, K. and Smith, J. (2011). <u>Healthcare Management</u>. 2nd Edition. Maidenhead, Open University Press, pp. 377-400.

26. Braithwaite, J. and Mannion, R. (2011). Managing Change. In Walshe, K. and Smith, J. (2011). <u>Healthcare Management</u>. Maidenhead, Open University Press, pp. 427-451.

Topic 4   Managing Change – Some Key Issues in Health Care

27. Cumming, J., Mays, N. and Gribben B. (2008). Reforming Primary Health Care: Is New Zealand's Primary Health Care Strategy Achieving its Early Goals? Australia New Zealand Health Policy: 5: 24. Available at www.anzhealthpolicy.com/content/pdf/1743-8462-5-24.pdf

28. Cumming, J., and Mays, N. (2011). New Zealand's Primary Health Care Strategy: early effects of the new financing and payment system for general practice and future challenges. Health Economics, Policy and Law. 6:1-21.

29. Cumming, J. (2011). Integrated care in New Zealand. International Journal of Integrated Care: 11 (18 November). www.ijic.org/index.php/ijic/article/view/678/1496

Websites worth watching

- Ministry of Health in New Zealand, with many documents now available electronically: www.moh.govt.nz

- British Medical Journal site, with updates on United Kingdom health care and international policy: www.bmj.com

- NHS website: www.dh.gov.uk

- European Observatory website, where a large number of country studies are reported: www.euro.who.int/observatory

- Health Affairs site, with articles on developments in the USA: http://healthaffairs.org

- Commonwealth Fund website, focused on the USA but with links to international research: www.commonwealthfund.org/

- Institute for Healthcare Improvement, also focused on the USA, but with excellent material on quality improvement: www.ihi.org/Pages/default.aspx

Other books

- Health Benefits Review (1986). Choices for Health Care: Report of the Health Benefits Review. Wellington, Health Benefits Review.

- Hospital and Related Services Taskforce (1988). Unshackling the Hospitals. Wellington, Hospital and Related Services Taskforce.

- Upton, S. (1991). Your Health and the Public Health: A Statement of Government Health Policy. Wellington, Minister of Health

Blackboard is Victoria University's online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet through the myVictoria student web portal.

To access the Blackboard site for this course:

1. Open a web browser and go to www.myvictoria.ac.nz .
2. Log into myVictoria using your ITS Username (on your Confirmation of Study) and password (if you've never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).
3. Once you've logged into myVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.
4. The "My Courses" section displays the courses you have access to – select the appropriate link to access the course-specific Blackboard site. Please note that only courses that are actually using Blackboard and have been made available to students by their respective course coordinator will be displayed.

You are recommended to ensure that your computer access to Victoria University's computer facilities, such as myVictoria and Blackboard, is working BEFORE your course starts. If you have any problems, you should contact the ITS Service Desk on (04) 463 5050 or its-service@vuw.ac.nz . See www.victoria.ac.nz/its/student-services/ for more information.

Assessment

Two pieces of work are required: An introductory essay of 1,500 words (30%), followed by a second essay of 3,000 words (60%). Class participation and discussion will also be assessed (10%).

Each student should choose a particular country (e.g. New Zealand, Australia, England, the United States of America, Canada, the Netherlands, Singapore, or another country of their choice) and a specific sector of the health system (e.g. primary health care, hospital care, long term care, maternity care, mental health care, indigenous health services) to focus on during the course. During class, students will be expected to discuss how the financing, organisation and regulation of health care works in their chosen country and sector, and what challenges there are for leadership and management of that sector. Students should focus essays on their particular country and sector.

1. **Introductory essay: 1,500 words, 30%, due by 5.00pm on Monday 9 June 2014.**

    Financing health care

    The four main approaches to financing health care are through out-of-pocket payments, private health insurance, social (or public) health insurance, and government financing through tax-based systems. For the country and sector that you are focusing on, identify and critique the different ways in which the sector is financed, including discussing the strengths and weaknesses of the financing approaches used in that sector. Consider, in particular, how financing supports the goals of allocative and administrative efficiency, equity in financing and equity of access to care. Make recommendations as to how the financing of your chosen country sector can be improved and what the advantages and disadvantages of these improvements would be.

2. **Second essay: 3,000 words, 60%, due by 5.00pm on Friday 27 June 2014.**

    Issues in health care organisation, provision and management

    For your chosen country and sector, assess how well existing approaches to the organisation and provision of health care services promote allocative efficiency, technical efficiency, equity of access, and choice/responsiveness goals. Make recommendations for changes to improve the performance of the sector, providing reasons for why you think the changes you suggest will improve performance for each of these goals.

3. **Class discussion throughout the course: 10%.**

Please submit ALL assignments BY EMAIL to sog-assignments@vuw.ac.nz .

Students should keep a copy of all submitted work.

Penalties

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks will be deducted at the rate of five per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

If ill-health, family bereavement or other personal circumstances beyond your control prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. You should let your course coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator.

Academic Integrity, Plagiarism, and the Use of Turnitin

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the Internet
- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Acknowledgement is required for *all* material in any work submitted for assessment unless it is a 'fact' that is well-known in the context (such as "Wellington is the capital of New Zealand") or your own ideas in your own words. Everything else that derives from one of the sources above and ends up in your work – whether it is directly quoted, paraphrased, or put into a table or figure, needs to be acknowledged with a reference that is sufficient for your reader to locate the original source.

Plagiarism undermines academic integrity simply because it is a form of lying, stealing and mistreating others. Plagiarism involves stealing other people's intellectual property and lying about whose work it is. This is why plagiarism is prohibited at Victoria.

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website (www.victoria.ac.nz/home/about/policy/students.aspx). You could fail your course or even be suspended from the University.

Plagiarism is easy to detect. The University has systems in place to identify it.

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine www.turnitin.com . Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

There is guidance available to students on how to avoid plagiarism by way of sound study skills and the proper and consistent use of a recognised referencing system. This guidance may be found at the following website www.victoria.ac.nz/home/study/plagiarism.aspx .

If in doubt, seek the advice of your course coordinator.

Plagiarism is simply not worth the risk.

Mandatory Course Requirements

In addition to obtaining an overall course mark of 50 or better, students must submit or participate in all pieces of assessment required for this course.

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat .

Communication of Additional Information

Information or information on changes will be conveyed to students via Blackboard.

NOTE: Information emailed to you via Blackboard can only be sent to your @myvuw.ac.nz email address (the free email address created for you when you enrol and accessed via the myVictoria student web portal). If you want to receive these emails at your preferred email address (e.g. your home or work email address), it is **essential** that you activate your @myvuw.ac.nz email address before the start of the course and you modify the settings so all emails sent to it are automatically forwarded to your preferred email address. Please go to www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward for more information.

You are recommended to ensure that your computer access to Victoria University's computer facilities, such as myVictoria, Blackboard and email, is working BEFORE your course starts. If you have any problems, you should contact the ITS Service Desk on (04) 463 5050 or its-service@vuw.ac.nz . See www.victoria.ac.nz/its/student-services/ for more information.

School of Government Service Standards

Good learning and teaching outcomes for students in School of Government courses depend on many factors, including open, transparent and accountable relationships between teaching and support staff, and students in their various activities. The following service standards indicate some of the key expectations that teaching staff and students can have of each other. In all cases, they represent what the School believes should be 'normal' practice; exceptional circumstances can and will be negotiated as required.

Please note that there are University-wide policies relating to assessment – including rights of review and appeal. Details may be found in the Assessment Handbook (which is reviewed and updated from time to time – www.victoria.ac.nz/about/governance/dvc-academic/publications).

In general terms, any concerns that a student or students may have should be raised with the course coordinator in the first instance. If that course of action is not appropriate, the School's programme support staff will direct you to the relevant Programme Director/Coordinator.

Standards relating to staff timeliness of responses to email and phone queries:

- Email or phone queries from students will be responded to in 48 hours

Standards relating to availability of course materials:

- Students on modular or intensive courses will usually have course materials at least 4 weeks before the course starts
- Students on weekly courses will usually have course materials available on the first day of the course

Standards relating to attendance:

- It is expected that students will attend all contact teaching sessions for a course. If a student is aware that they will be unable to attend part of a course prior to it commencing, they are required to advice the course coordinator. In such a situation, the student may be declined entry into the course.
- Where a course coordinator approves some non-attendance before the class commences, the course coordinator may set additional item(s) of assessment of learning and teaching objectives for the course for students unable to attend. Advice relating to the submission and assessment of any such additional assessment will be provided by the course coordinator.

Variations to the assessment details provided in the course outline:

- Any variation to the assessment details in the course outline will be formally agreed between the course coordinator and students at the earliest possible time, preferably at the beginning of the course.

Standards relating to assignments – turnaround and feedback:

- Unless otherwise agreed between students and the course coordinator, items of assessment will be marked within 15 working days of submission.
- Comments on pieces of assessment will allow students to understand the reasons for the mark awarded, relative to the teaching and learning objectives specified in the course outline, and will usually include advice on how the student can improve their grades in future assignments.

Student Feedback

Student feedback on University courses may be found at
www.cad.vuw.ac.nz/feedback/feedback_display.php .

Link to General Information

For general information about course-related matters, go to
www.victoria.ac.nz/vbs/studenthelp/general-course-information .

Note to Students

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

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