

## Health Care Policy



### [Faculty Contact Information](#)

**Name:**

**Email:**

**Office Hour information:**

### [Course Information](#)

#### Course Description

This introductory course compares health care policy in the UK and USA and tracks the evolution of health policy in the UK and US since 1945. It also identifies contingencies and issues that remain problematic in health care delivery across differing systems and the ideological shifts that underpin recent changes. Using a spiral curriculum approach, the course seeks to synthesise the concepts through returning to previous learning and providing space for reflection and comparison with students' own experiences of health care in the USA. Lessons will also be drawn from other health care systems.

#### Course Goals

- To enable comparison of differing healthcare systems;
- To recognise the differing ethical and economic factors that influence health care delivery; and
- To analyse critically the strengths and weaknesses of competing approaches to health care funding and delivery.

#### Student Learning Outcomes

At the end of this course, students will:

1. Understand the development of the UK and US health care systems since 1945
2. Recognise the important relationships between social structures, individual actions and health care outcomes
3. Differentiate the contrasting motivations and drivers for health care systems in different settings
4. Critique the differing approaches to health care policy

### [Course Assignments, Grading, and Assessment](#)

| Assignment                   | Percentage | Grading Requirements         |
|------------------------------|------------|------------------------------|
| Attendance and Participation | 20%        |                              |
| Short Essay                  | 20%        | Please see rubric on MyStudy |
| Presentation                 | 30%        | Please see rubric on MyStudy |
| Research Paper               | 30%        | Please see rubric on MyStudy |

## Brief Assessment Overview

### Assessment 1: Essay (1,500 words minimum)

#### Due:

A short essay (1,500 words minimum) outlining the demographic and economic issues affecting the need for reform of health policy in the USA and UK.

### Assessment 2: Presentation

#### Due:

A 20-minute presentation, working in pairs, on an aspect of health care policy that students will choose, subject to approval.

### Assessment 3: Research Paper (3,000 words)

#### Due:

A research paper (3000 words) analysing the health care system of a country that students will choose, subject to approval. This should include the political, economic, and ethical factors influencing implementation.

## Grading

Alternative formats of the FIE Grading Rubric are available in the Student Resources area of MyStudy@FIE.

| <b>Relevance</b>                                                                                                                                                                                                 | <b>Knowledge and Understanding</b>                                                                                                                                                                                                                                    | <b>Analysis, Critical Thinking and Integration of Experiential Learning</b>                                                                                                                                                                                   | <b>Scholarship and Style</b>                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Questions are interpreted correctly;<br><br>Argument/thesis is clear and developed throughout;<br><br>Discussion is focused on topic of the questions;<br><br>Irrelevant content and discussion are not included | Recommended literature and/or research guidelines are used and interpreted appropriately;<br><br>Selection and use of evidence shows understanding and insight;<br><br>There is evidence of study beyond the recommended literature and that introduced in the module | Approach shows evidence of analysis and independent reasoning;<br><br>Originality in argument;<br><br>Evidence of critical insight and reasoned questioning of assumptions;<br><br>Integration of connections and experiences outside of the formal classroom | Conclusions are well justified and complete;<br><br>Facts reported and statements made are accurate;<br><br>Writing is clear and fluent;<br><br>All sources are appropriate, accurately acknowledged and formatted in recognised style;<br><br>All work is the student's own |

|                      |                                                                                                   |                                                                                       |                                                                                                                                                                                    |                                                                                                                                               |
|----------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A</b><br>93-100 % | Totally appropriate interpretation and relevant;<br><br>Excellent and thorough thesis development | Comprehensive understanding and mastery of core evidence and extensive wider reading  | Excellent analytical skills, outstanding evaluation of evidence, independent and original critical insight;<br><br>Meaningfully integrates experiential learning where appropriate | Exceptional fluency and accurate writing using appropriate language, conclusions are well-justified;<br><br>Accurate and thorough referencing |
| <b>A-</b><br>90-92%  | Almost wholly appropriate interpretation and relevant;<br><br>Very strong thesis                  | Very strong understanding of evidence and clear evidence of appropriate wider reading | Well-developed analytical skills, excellent evaluation of evidence, shows strong critical insight;<br><br>Effectively integrates experiential learning where appropriate           | Almost wholly accurate and fluent writing using appropriate language, conclusions are full and justified;<br><br>Accurate referencing         |
| <b>B+</b><br>87-89%  | Appropriate interpretation and relevant;<br><br>Good thesis throughout                            | Strong understanding of evidence and appropriate wider reading                        | Very good analytical skills, strong evaluation of evidence;<br><br>Shows critical insight;<br><br>Acknowledges and compares experiential learning and other perspectives           | Largely accurate and fluent writing using appropriate language; conclusions are justified;<br><br>Accurate referencing                        |
| <b>B</b><br>83-86%   | Largely appropriate interpretation and relevant;<br><br>Thesis is clear                           | Good understanding of evidence and some appropriate wider reading                     | Good analytical skills, good evaluation of evidence;<br><br>Shows critical insight;<br><br>Acknowledges and compares                                                               | Largely accurate and fluent writing using appropriate language;<br><br>Conclusions are justified;<br><br>Accurate referencing                 |

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|---------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     |                                                                                                 |                                                                                             | experiential learning and other perspectives                                                                                                                                        |                                                                                                                                                                                        |
| <b>B-</b><br>80-82% | Mostly appropriate interpretation and relevant;<br><br>Thesis is underdeveloped but clear       | Sound understanding of evidence and some wider reading                                      | Sound analytical skills;<br><br>Sound evaluation of data;<br><br>Shows some critical judgement identifies experiential connections                                                  | Sound level of accuracy and written fluency and some use of appropriate language;<br><br>Conclusions are coherent;<br><br>Sound use of referencing conventions                         |
| <b>C+</b><br>77-79% | Some appropriate interpretation and relevant;<br><br>Thesis is underdeveloped and lacks clarity | Evidence is largely understood and some wider reading                                       | Sometimes inconsistent analytical skills;<br><br>Some evaluation of data;<br><br>Shows some critical judgement though often descriptive;<br><br>Identifies experiential connections | Sound level of accuracy and written fluency and some use of appropriate language;<br><br>Conclusions are coherent but not fully supported;<br><br>Sound use of referencing conventions |
| <b>C</b><br>73-76%  | May contain some misinterpretation and/or irrelevant material;<br><br>Thesis lacks clarity      | Evidence is largely understood;<br><br>Limited reading beyond material introduced in module | Mostly inconsistent analytical skills;<br><br>Some evaluation of data;<br><br>Scant critical judgement mostly descriptive;<br><br>Identifies experiential connections               | Some level of accuracy and written fluency and some use of appropriate language;<br><br>Conclusions are coherent but not fully supported;<br><br>Sound use of referencing conventions  |

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|---------------------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>C-</b><br>70-72% | Limited interpretation and relevance;<br><br>Thesis is inconsistent | Weak understanding of evidence;<br><br>Limited reading beyond material introduced in module | Mostly inconsistent analytical skills;<br><br>Some evaluation of data;<br><br>Lacks critical judgement;<br><br>Little integration experiential learning | Inconsistent written fluency;<br><br>Weak use of appropriate language;<br><br>Weak justification for conclusions;<br><br>Adequate use of referencing conventions |
| <b>D</b><br>60-69%  | Limited interpretation and relevance;<br><br>Lacks thesis           | Weak understanding of evidence and limited, inappropriate wider reading                     | Inconsistent and weak analytical skills, poor evaluation of evidence, lacks critical insight;<br><br>Little integration of experiential learning        | Inconsistent written fluency;<br><br>No justification for conclusions;<br><br>Inaccurate use of referencing                                                      |
| <b>F</b><br>0-59%   | Significant misinterpretation and irrelevant material               | Lacks understanding of evidence and inappropriate or no wider reading                       | Lacks analytical skills, lacks evaluation of evidence, lacks critical judgement;<br><br>Lacks integration of experiential learning                      | Poorly written with little fluency;<br><br>No justification for conclusions;<br><br>Poor referencing;<br><br>Evidence of plagiarism or inappropriate use of AI   |

### Policies specific to this course

- **Co-curricular Activities and Field Trips:** Field trips for your FIE courses have been planned to help students achieve the learning objectives of the course and are required. They take place during class time unless otherwise notes. Details about required visits appear on the class by class schedule below. Please note that any make up for missed co-curricular activities are at the personal expense of the student.
- **Late submission of work:** Written work may be submitted later than the due date only with express permission in advance of the due date from the course instructor. Late work will receive a 5% reduction in points for each 24-hour period handed in past the deadline,

including each weekend day. Work submitted a week late will be marked at a C or lower. Any extensions made beyond the last class meeting must be requested in writing to the faculty and include any information on the circumstances that require the extension, the nature of work yet to be submitted, and the date by which the work will be received. If said work is not received by the agreed extension date, barring further exceptional circumstances, the work will not be given credit.

- **Late arrivals to class or site visit:** Please arrive on time. Lateness, particularly on days with co-curricular visits, results in missed course material. Faculty may use their discretion to mark a student as 'Absent' if they feel the student has arrived too late or left too early to be considered 'Present' for that session.
- **Trigger Warnings:** Some topics covered in class may expose students to past traumas and evoke a negative reaction. Sensitive topics can vary, such as sexual violence, death, racism, or xenophobia. I want this to be an inclusive space where every student feels comfortable; therefore, I will provide content warnings before lectures for sensitive subject matters. Content warnings are meant to give students a forewarning so they can prepare for their emotional safety. It is important to note that anything in the environment could be a trigger for someone's trauma, such as smell, sound, or texture; it is impossible to account for all possible triggers, and ask for grace as I do my best as an educator to warn students of potentially distressing content during lectures, assignments and/or discussions.

### Attendance and Participation

- Regular attendance is essential in order to pass a course. A class constitutes lectures, student presentations, discussions, seminars, co-curricular activities, tests, and examinations. In addition, under UK Home Office regulations class attendance is mandatory.
- Class attendance and participation is formally recorded and incorporated into a student's final grade.
- In addition to physical presence in class, a student's participation in a class is evaluated on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Consistency and validity in participation is expected in every class. Limited participation will have a negative impact on a student's participation score.
- When unexpected events cause students to miss a class, it is the student's responsibility to initiate contact with the faculty member to notify them in advance, or as soon as is reasonably possible.
- Absence from class does not relieve a student of responsibility for assignments. Students bear the ultimate responsibility for all missed class material and assessment.
- If a student misses 25% or more of a course, then they may be awarded a failure for the course and/or not permitted to finish the course.
- [See the full attendance policy here](#)

### Required Readings

Britnell M. (2015). *In Search of the Perfect Health System*. Palgrave Macmillan

Hunter D. (2016). *The Health Debate*. Policy Press

Basic readings are also posted on MyStudy@FIE

### Additional Resources and Readings

Baggott, R. (2007). *Understanding Health Policy*. Policy Press

Britnell, M. (2019) *Human: Solving the Global Workforce Crisis in Healthcare*. Oxford University Press

Emanuel, E, (2014) *Reinventing American Health Care*

Ham, C. (2009). *Health Policy in Britain*. (6<sup>th</sup> Ed.) Palgrave Macmillan

Marmot, M., (2015) *Status Syndrome*. Bloomsbury

### Recommended websites:

These are excellent sites for the most up to date information on health care and policy in the UK and elsewhere. They will give you access to most of the information needed to develop your essays and presentations.

[www.nhs.uk](http://www.nhs.uk)

[www.kingsfund.org.uk](http://www.kingsfund.org.uk)

[www.commonwealthfund.org](http://www.commonwealthfund.org)

[www.usa.gov/health](http://www.usa.gov/health)

### Recommended Blog:

<https://ihm.org.uk/nhsm/>

### MyStudy@FIE

MyStudy@FIE is FIE's virtual learning environment based on the open-source platform Moodle. Students are required to access MyStudy@FIE for course information, readings, link to resources, assignment submissions and communication with faculty.

### FIE's Values in the Curriculum

A unique aspect to FIE's curriculum is our courses reflect an engagement with values of 1) knowledge and inclusivity, 2) ethics and human rights, 3) social and cultural engagement, and 4) sustainability. For information about each of these values and how each of FIE's courses aligns with them, please see [Our Values](#).

### Topics

- The creation of the NHS and its subsequent development: health care delivery in the USA - the current state of play
- Comparing health care systems

- Health inequalities and the social determinants of health
- Patient safety, scandals and quality improvement methodologies
- Resource allocation and prioritisation: understanding the National Institute for Health and Care Excellence
- Service user involvement in care delivery and quality assurance
- The big debate: Arguments for and against reform in the USA/UK health systems
- The role of the courts in determining policy in the UK and the USA

### Possible co-curricular activities

- Visit to St Thomas's Old Operating Theatre followed by 'Public Health' Walk
- Visit to a local GP surgery
- Walking tour on medical history

### Academic Integrity

By enrolling at FIE, you have joined an academic community and you are expected and required to act honestly regarding the work you submit for assessment in your courses. Academic integrity is closely related to the concept of good academic practice.

Any attempts to Cheat; Fabricate; Plagiarise; Collaborate without Authorisation; Participate in Academically Dishonest Activities; and/or Facilitate Academic Dishonesty will be viewed as a breach of this regulation.

[Please see FIE's Academic Integrity Policy in full.](#)

Most students do not have any problems understanding the rules and expectations about acting honestly at university. If you have any questions you must talk to your faculty or a member of FIE's Academic Team.

### Writing and Language Support

FIE's Writing Support Tutors are available to assist students of all levels of expertise with all phases of the writing process. Available year-round and to all students. To book an appointment or for more information visit [www.fie.org.uk/wst](http://www.fie.org.uk/wst).

Please note that FIE allows the use of a foreign language/English dictionary in exam situations for students where English is not their primary language UNLESS the use of the dictionary would give the student a significant advantage (e.g. where the exam is aimed at getting the students to define terms that might be found in the dictionary).

### Accommodations for Students

Students who wish to use academic accommodations at FIE can register to do so via FIE's Administration Team, by providing the appropriate supporting documentation. Students who have approved FIE academic accommodations should discuss them directly with their faculty member(s) within or around the first few class sessions, or via email. Exams are facilitated by FIE faculty and students should give 2 weeks' notice to faculty members if use of approved exam



accommodations is required. The Administration team can assist students and faculty with liaison and facilitation as needed.

### Additional Policies and Resources

#### Mental Health and Stress Management Support

FIE offers mental health support. If students wish to seek this support, including with FIE's counsellor, simply email [studentlife@fie.org.uk](mailto:studentlife@fie.org.uk). If you have a counsellor from back home that you are seeing, we strongly encourage you to maintain contact with them throughout your time studying abroad with FIE.

#### Diversity and Inclusivity

FIE regards its housing and classroom facilities as safe spaces to live, study, and work with students, faculty, and staff who are understanding, supportive, and trustworthy. Inappropriate, derogatory comments and/or actions, harassment, bullying, victimisation and discrimination are not tolerated. Any such behaviour will be investigated and dealt with appropriately. Students must be respectful of diverse opinions and of all class members regardless of personal attribute and use inclusive language in written and oral work.