

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: Master of Public Policy and Management
<b>Programme QF Level</b>	: 6
<b>Course Title</b>	: Comparative Health Policy
<b>Course Code</b>	: PPG6009
<b>Department/Unit</b>	: Department of Social Sciences and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 6

### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

### 1. Course Synopsis

This elective is designed for the Master of Public Policy and Management (MPPM) students in the specialisation of social policy. The aim of this survey course is to equip students with foundation knowledge on health policy, a key field in the social policy arena. The comparative perspective adopted will enable students to go beyond theories and examine health policies internationally with concrete cases. The course starts from a systematic survey on health care, health market, health care financing, provision, and public health, followed by a systematic review of health policies in selected countries and regions. Emerging contemporary health policy issues will also be covered. Students will engage in comparing and contrasting health policy arrangements and issues in Asia and beyond, with the purpose of understanding their policy background, system design, and major challenges. Students will experience a variety of pedagogies in this course, including lecture, seminar, movie-screening and discussion, instructor-guided group project, and field visit. Students will get the opportunity to visit representative public hospitals in both Hong Kong, China and Chinese Mainland, in order to deepen their understanding on the health systems closest to them.

### 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub>* : Understand the key concepts and theories of health policy studies.
- CILO<sub>2</sub>* : Understand major components of health policies in practice, and types of health systems in the world.
- CILO<sub>3</sub>* : Appreciate evidence-based policy orientation and acquire essential analytical tools in conducting health policy analysis.
- CILO<sub>4</sub>* : Critically analyse challenges to health policies posed by various external and internal changes.

### 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
(a) Introduce the key concepts and theories in health policy studies. (b) Analyse the principles and practices of system planning, financing, provision, regulation, and so on. (c) Review the major types of health systems in the world and health policies of selected countries and regions.	<i>CILO<sub>1-2</sub></i>	➤ Lectures ➤ Class Discussion ➤ Group Research ➤ Case Study
(d) Introduce useful analytical tools in health policy analysis.	<i>CILO<sub>3,4</sub></i>	

(e) Evaluate and compare health policies at the national level in the Asia-Pacific region.		
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#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Seminar Participation	20%	CILO <sub>1-4</sub>
(b) Group Project Students are required to work in small groups on a very specific health policy issue in Hong Kong, China or Chinese Mainland, with first-hand data collected from a survey and submit a group report of around 3,000 words.	30%	CILO <sub>3,4</sub>
(c) Final Exam	50%	CILO <sub>1-4</sub>

#### 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

#### 6. Required Text(s)

Nil

#### 7. Recommended Readings

Blank, R. H., & Burau, V. (2010). *Comparative health policy*. New York: Plagrave Macmillan.

Gauld, R. (2005). *Comparative health policy in the Asia-Pacific*. Maidenhead: Open University Press.

Gauld, R., et al. (2006). Advanced Asia's health systems in comparison. *Health Policy*, 79, 325-336.

Hsiao, W. C., & Shaw, R. P. (2007). *Social health insurance for developing nations*. Washington DC: World Bank.

Johnson, J., & Stoskopf, C. (2010). *Comparative health systems: Global perspective*. Sudbury: Jones and Bartlett.

Phelps, C. E. (2010). *Health economics*. Boston: Pearson.

Preker, A., & Harding, A. (2003). *Innovations in health service delivery*. Washington DC: World Bank.

Ramesh, M. (2003). Health policy in the Asian NIEs. *Social Policy and Administration*, 37(4), 361-375.

Roberts, M., Hsiao, W. C., Berman, P., & Reich, M. (2004). *Getting health reform right: A guide to improving performance and equity*. Oxford: Oxford University Press.

Wagstaff, A. (2006). Health systems in East Asia: What can developing countries learn from Japan and the Asian Tigers? *Health Economics*, 16(5), 441-456.

World Health Organization. (2000). *The world health report: Improving performance*. Geneva: WHO.

Wu, X., & Ramesh, M. (2009). Healthcare reforms in developing Asia: Propositions and realities. *Development and Change*, 40(3) 531-549.

## 8. Related Web Resources

Name of the Web Page	Web Link
The Lancet	<a href="http://www.thelancet.com/">http://www.thelancet.com/</a>
The World Health Organization	<a href="http://www.who.int/en/">http://www.who.int/en/</a>
The Asia Pacific Observatory on Health Systems and Policies	<a href="http://www2.wpro.who.int/asia_pacific_observatory/APOHSP.html">http://www2.wpro.who.int/asia_pacific_observatory/APOHSP.html</a>
Asia Health Policy Programme, Stanford University	<a href="http://asiahealthpolicy.stanford.edu/">http://asiahealthpolicy.stanford.edu/</a>

## 9. Related Journals

*Social Science and Medicine*

*Health Policy and Planning*

*Health Economics*

*Health Policy*

*Health Affairs*

*Health Politics, Policy and Law*

## 10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>).

Students should familiarize themselves with the Policy.

## 11. Others

Newspaper articles, policy papers and video-clips on relevant issues.

*Updated as of 10 November 2025*