

COURSE PROFILE



Health Sector Reform & Health Financing

Semester 3/ 2 SKS/ KUI 6471

Health Policy and Management

**Universitas Gadjah Mada
Faculty of Medicine, Public Health, and Nursing
2019**



Universitas Gadjah Mada

Faculty of Medicine, Public Health, and Nursing

Department of Biostatistics, Field Epidemiology, and Population Health

Course Profile

Course Code	Course Name	Credits (sks)	Semester	Course Status	Prerequisite Courses															
KUI 6471	Health Sector Reform & Health Financing	2	3	Minat	Core courses															
Expected learning outcomes	<p><i>ELO 1. Able to practice universal morality and values, reflected in the Ideology of Pancasila</i> <i>ELO 5. Able to create public health and health system policies and advocacy</i></p>																			
Course Learning Outcome (CLO)	CLO1	1. Able to understand the meaning of the Reformation and its application in the health sector.																		
	CLO2	2. Able to understand the meaning of changes in health financing with health reform;																		
	CLO3	3. Able to understand the decentralization policy in Indonesia and its relationship with centralized health financing.																		
	CLO4	4. Able to understand the health system scenario in the context of reform.																		
	CLO5																			
ELO and CLO Mapping	<table border="1"> <thead> <tr> <th></th> <th>CLO 1</th> <th>CLO 2</th> <th>CLO 3</th> <th>CLO 4</th> </tr> </thead> <tbody> <tr> <td>ELO 1</td> <td>X</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>ELO 5</td> <td></td> <td></td> <td></td> <td>X</td> </tr> </tbody> </table>						CLO 1	CLO 2	CLO 3	CLO 4	ELO 1	X	X	X		ELO 5				X
	CLO 1	CLO 2	CLO 3	CLO 4																
ELO 1	X	X	X																	
ELO 5				X																
Brief Description of the Course	<p>This course discusses reforms in the health sector (Health Sector Reform) in the world. In Indonesia since 2014 there has been a change in health financing through the existence of a National Health Insurance. Conceptually, health reform means making institutionalized changes in health systems through policies that are coordinated in various system components. The components of the system are financing, payment for health workers, regulation, and behavior change. Health sector reform in Indonesia cannot be separated from the decentralization policy. Therefore this course will discuss how decentralization policies interact with changes in the health sector.</p>																			
Learning Materials	<p>Introduction: JKN cases and future health system scenarios</p> <p>Health System Diagnostics for Health Reform.</p> <p>Writing Health System Scenarios in a situation of health decentralization</p> <p>Health Reform, Fragmentation, and the Role of Policy Analysts</p> <p>Financing Button:</p> <p>Button Payment Mechanism</p> <p>Regulatory Button</p> <p>Button for Organizing Health Services</p>																			

	Change Behavior Button						
	Policy Analysis JKN: Is it a Reformation or not? Seminar						
	Following the JKKI (JKN FORNAS) Seminar						
	Review						
Assessment Methods and CLO	Assessment Components	Percentage	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
	Public Opinion	10%					
	Contextual analysis	20%					
	Framework development	20%					
	Policy brief	20%					
	Presentation	30%					
Learning Resources and References	https://www.healthaffairs.org/doi/10.1377/hblog20100129.003673/full/ https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5031072/ https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(18)31668-4/fulltext?dgcid=raven_jbs_etoc_email http://www.who.int/news-room/fact-sheets/detail/universal-health-coverage-(uhc)						
Team Teaching	Prof. dr. Laksono Trisnantoro, MSc., PhD - Koordinator dr. Dwi Handono Sulisty, M.Kes						
Authorization	Date	Course Coordinator	Coordinator of the Area of Expertise (if any)	Heads of program			
		<i>Signature Name</i>	<i>Signature Name</i>	<i>Signature Name</i>			

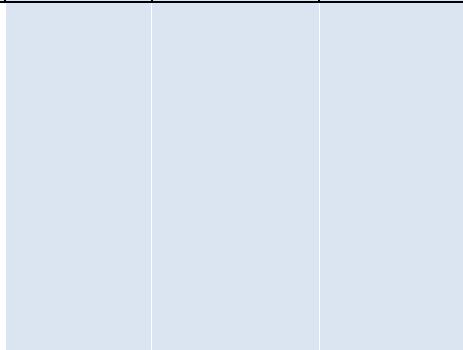
Course Profile

Week	CLO	Assessment Methods			Learning Materials	Learning Methods	Course Duration	Students Learning Experience	Learning Methods	References and External Learning Resources
		Indicators	Components	%						
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1	Able to understand the meaning of the Reformation and its application in the health sector.			10%	Introduction: JKN cases and future health system scenarios	Discussion and lecture	2 x 50 minutes	Discussion	Computer, <i>in focus</i>	National Nutrition Strategy Paper of Indonesia
2	Able to understand the meaning of changes in health financing with health reform;				Health System Diagnostics for Health Reform.	Lecture and discussion <i>Flipped learning</i>	2 x 50 minutes	Discussion	Computer, <i>in focus</i>	Health System Decentralization: concepts, issues, and country experience
3	Able to understand the decentralization policy in Indonesia and its relationship with centralized health financing.				Writing Health System Scenarios in a situation of health decentralization	<i>Collaborative learning, problem-based learning</i>	2 x 50 minutes	Discussion on the current policy using the perspective of public health specialization.	Computer, <i>in focus</i>	

4	Able to understand the health system scenario in the context of reform.				Health Reform, Fragmentation , and the Role of Policy Analysts	<i>Self-learning, essay writing</i>	2 x 60 minutes structured assignment	Literature review exercise and writing public opinion for the community.	Computer	
5	able to understand why health reform is needed.				Financing Button:					
6	able to understand techniques to start health reform.				Button Payment Mechanism					
7	able to write scenarios about the health system needed to understand what is happening now and what might happen in the future.				Regulatory Button					
8	understand about health reform, fragmentation and the role of				Button for Organizing Health Services	<i>Self-learning</i>	2 x 60 minutes structured assignment	Problem solving exercise and innovation development	Computer	

	policy analysis.									
9	understand about the financing buttons in the policy system.			30%	Change Behavior Button	<i>Flipped learning, Collaborative learning</i>	2 x 50 minutes	Discussion, group learning, problem solving	Computer, <i>in focus</i>	
10	understand about the Payment Mechanism button in the health system				Policy Analysis JKN: Is it a Reformation or not? Seminar	<i>Flipped learning, Problem based learning, Collaborative learning</i>	2 x 50 minutes	Problem solving	Computer, <i>in focus</i>	
11	understand about the Button Regulations in the health system				Following the JKKI (JKN FORNAS) Seminar	<i>Collaborative learning</i>	2 x 50 minutes	Discussion	Computer, <i>in focus</i>	
12	understand about the Keys to Organizing Health Services in the health system				Review	<i>Self-learning, essay writing</i>	2 x 60 self-learning	Policy brief writing	Computer	
13	understand about the Button to Change Behavior in			30%		<i>Flipped learning, Collaborative learning</i>	2 x 50 minutes	Discussion and problem solving (policy advocacy)	Computer	

	the health system									
14						<i>Flipped learning, Collaborative learning</i>	2 x 50 minutes	Discussion and problem solving (policy advocacy)	Computer	
15						<i>Collaborative learning</i>	2 x 50 minutes	Simulation (policy advocacy)	Computer	
16						<i>Collaborative learning</i>	2 x 50 minutes	Simulation (policy advocacy)	Computer	



Notes:**The assessment of course (3), (4), (5) are:**

- Methods:
 - o On-campus: observation, written test, quiz, etc.
 - o Online: essay, feedback, peer assessment, proposal, paper, etc.
- Instruments
 - o On-campus: essay, etc.
 - o Online: multiple choices questions, etc.
- Score weighing

Learning resources (6) could be in the form of:

- Learning materials from the lecturers
- Online learning materials acquired by the students in the form of text, presentation slides, audio, video, etc.

Learning methods (7) could be in the form of:

- On-campus: lectures, collaborative learning, problem-based learning, etc.
- Online: self-learning, structured assignments, essay writing, etc.

Course duration (8):

- Face-to-face 2 x 50 minutes, or
- Online: 2 x 60 minutes of self-learning, 2 x 60 minutes of structured assignments

Students learning experience / students activities (9) could be in the form of:

- On-campus: group learning, discussion, constructive debate, literature review exercise, problem solving, etc.
- Online: self-learning, literature review exercise, essay writing exercise, etc.

Learning media (10) could be in the form of:

- On-campus: computer, in focus, stationeries, props, etc.
- Online: computer, *gadget*, internet access, etc.