Proposal of Curricular Internationalization

China Health System and Healthcare Market Examination

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By

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College of Health, Education, and Human Development
Clemson University
Project Description and Statement

Motivation

Since the publication of the 2000 World Health Development Report, global interest in the critical role health systems play in improving efficiency, equity, and quality of health care has increased. Recent events, such as the outbreak of Ebola and other public health emergencies, have spotlighted the issues in global health, cooperation, and other comparative researches. Furthermore, the significant economic downturn experienced worldwide in the last decade has added unique challenges to the crises the health systems in many countries face. Understanding how health systems cope with these important, global challenges is an integral component to public health education and is the basis behind the development of this project.

This spring, I am offering a course on International Health System Reforms, which will introduce students to the basic methods for conducting health system analysis, sensitize the participants on the global debate on health system reforms, and help public health practitioners gain perspectives in health system reforms in different countries. Although the coursework can build a theoretical framework and discuss about the real-world issues to facilitate learning and understanding of students, the personal experiences gleaned by interacting with health systems’ stake-holders and visiting health care organizations and enterprises is essential to their understanding.

China represents an excellent country for conducting the field study on health system reforms and healthcare market examination not only because it is the world’s largest country and has a wide spectrum of health and health system issues, but also because China is at a critical stage of implementing health reforms and creating new rules for its health care industry. China remains among the world’s most attractive health care markets and is by far the fastest-growing of all the large emerging ones. In fact, the 2012 McKinsey report\(^1\) asserts that China’s health care sector continues to develop at an astonishing rate: spending is projected to grow from $357 billion in 2011 to $1 trillion in 2020.

Goals

With limitless potential, students possess a wide variety of learning interests driven by their personal aspirations for who they want to be, what they want to achieve, and the life they want to pursue after graduation. Education serves as a resource to support those pursuits, expand their knowledge, and help fulfill their goals. Studies suggest that experiential learning in higher education makes learning more relevant to students. Nowhere is this more appropriate than in a course that seeks to challenge students to view circumstances through other cultural lenses. This initiative meets student needs by providing an extraordinary, practical experience for them to gain insight and perspective on real global issues they will experience in the public health field. Additionally, this course serves as an incubator for students’ ideas to expand and be inspired. Through field investigation, students’ thinking about what they need to do to change the world will be stimulated and crafted. At the same time, students will glean a clearer understanding for what other people are doing in the health-related world through direct contact and interaction with policy makers, scholars, businessmen, and social entrepreneurs. Even more importantly, students will gain an appreciation for the truly interdisciplinary nature of health-care systems and their role in society.

Health care is an interdisciplinary field; health reforms and healthcare market need interdisciplinary knowledge and efforts. For this reason, students will be recruited across disciplines and outside of the Health Science major. This course will be open to all students who are interested in obtaining hands-on experiences and learning about the health system in China, the international, social entrepreneurship opportunities available, and the roles of public and private sectors in today’s healthcare market.

Content

This course will include field work in two sites each year, to include recurring site. The China-immersed program will last two weeks and will include:

- Introductory seminars by CU faculty to orient students to the key issues of health reform and healthcare market in China;
- Lectures by key participants in China’s health reform process, including policy makers, scholars, private sector representatives, and social entrepreneurs;
- Interviews or a panel discussion with stakeholders and observers of health reform and healthcare market reformation;
- Academic exchanges and dialogues with Chinese university students;
- Field visits to hospitals, community health centers, Chinese Center for Disease Control and Prevention, pharmaceutical companies, startup companies, and NGOs;
- Immersion activities connected to the Chinese culture, such as to visit historical sites, exploring traditional and contemporary arts, etc.

Students will be divided into theme groups who will focus on either a major project each year (e.g. the privatization of China’s public hospitals for the trip in 2016 and healthy aging for 2017) or on several topics in health system research or operations and management in healthcare market. At the conclusion of the trip, each group will submit a proposal, analyzing a particular issue facing China's health system or market and proposing solutions. The course will culminate with each group presenting and discussing the results of their diagnosis in an interactive forum attended by invited experts.

Timeline for review and approval

This is a newly designed course which will be launched in May-June 2016. The projected timeline for the curriculum committee review and approve this course proposal is:

- By June 2015 - submit the program proposal for review after the field visits and logistical arrangement are made with local partners in China;
- By the end of 2015 to early 2016 - obtain the approval from the curriculum committee (prospectively);
- May-June 2016 - launch the first course.

Seed funding

Seed funding will provide the opportunity to connect with and develop the components of the field course with partners and collaborators in China, with its primary purpose to support the international travel between the US and China and several domestic trips in China. I will visit the prospective host institutions and destinations in China which I will take students to visit in the next 3-5 years, including but not limited to Beijing, Shanghai, Tianjin, Wuhan, Guangzhou, and Anhui in order to arrange the logistical issues involved in site visits, academic activities in Chinese universities, sightseeing, culture exploration, etc. and to identify, recruit, and invite various speakers to engage students in discussing the different aspects of global health. While students will not visit all those places in one trip, it will be beneficial for the sustainability of the program itself if I could touch base early with all of the partners in the prospective host institutions to design a long-term plan.
Sustainability Plan

Enrollment Sustainability

I have been working in China’s health care system for nearly ten years, establishing a strong partnership with China when I was with the Harvard University School of Public Health and obtaining hands-on experience in field study. The existing curriculum and continued enrollment in the international health course in Clemson University’s Department of Public Health Sciences indicates strong interest among our students. The addition of a field course can expand upon this and serve to deepen the students understanding. Additionally, the broad variation in learning and cultural explorations that can be arranged coupled with the interdisciplinary nature of health-care, this international program is strongly attractive not only students in the Health Science major but also those in business, IT, language, sociology, and history.

This program will target Clemson students from all majors at both graduate and undergraduate levels and those at the host institutions at different years including Peking University (Beijing), Fudan University (Shanghai), Tianjin University (Tianjin), Huazhong University of Science and Technology Tongji Medical College (Wuhan), Sun Yat-sen University (Guangzhou), and HeFei University of Technology (Anhui). This course will promote academic or experience exchanges and dialogues among young people, while simultaneously exposing students to internationally collaborative work, leading to opportunities to participate in a project and glean real world experience.

The potential competition for students may come from other existing international experience programs within the departments of Language or Management, but will be mitigated by this program’s distinctive features and ability to meet the broader interest of students:

1. This course serves students’ learning interests across a wide range of areas, including elements in health reforms, international health, global market, social entrepreneurship, as well as culture experience. Students will be exposed to what is going on in China today through comparison with the US and other countries, as well as from the standpoint of history;

2. Students will be exposed to speakers who are the well-known scholars in their fields, frontier policymakers, experienced managers, and grassroots or successful social entrepreneurs;

3. In addition to the education exchange with Chinese university students and experts, this program also provides the potential for students to engage in the ongoing work which can help them obtain the first-hand experience in the international arena;

4. Financially, the accommodation expense for students enrolled in this course can be minimized by using on-campus housings at host institutions with a group discount. With more funding available from CU or local partners in China, I hope to be able to provide certain subsidy for students.

Faculty Sustainability

This proposal has been met with enthusiastic support from both Clemson University faculty and those from the host institutions. With the seed funding to establish the core field experiences and with the approval from the curriculum committee, additional faculty will be recruited. The preliminary list includes: Yuhong He (Assistant Professor, Department of Management, CU); Minquan Liu (Professor, Department of Economics, Peking University), Yan Guo (Professor, Peking University Medical College); Jianhua Lin (Professor and Director, Fudan University); Dongling Yan (Associate Professor, Tianjin University School of Management); Zhiguo Zhang (Associate Professor, Tongji Medical College); Yixiang Huang (Associate Professor and Deputy Chair, Sun Yat-sen University School of Public Health); Ning An (Professor, HeFei University of Technology School of Computer and Information).
I will have field visits in several destinations in China to strengthen the long-term partnership relations and make
the course plan in the spectrum of 3-5 years (students will visit 2 sites each year). The first field course is expected
to be launched in the summer of 2016. The seed funding will be mainly used to support the following activities:

1. An international round-trip between Greenville, SC (or Atlanta, GA/Charlotte, NC, depending on the price)
   and Beijing, China during December 2014 – January 2015:
   a. Economy class air ticket average price: $1,700 per trip
   b. Transportation to/from the airports or parking: $200 per trip
2. Domestic trip I in Beijing, Tianjin, and Shanghai:
   a. Economy class air fares plus local transportation cost: $400/person
   b. Accommodation cost: $360/person (free accommodation in Beijing)
   c. Expected length of trips: 12 days
3. Domestic trip II in Wuhan, Anhui, and Guangzhou:
   a. Economy class air fares plus local transportation cost: $700/person
   b. Accommodation cost: $400/person
   c. Expected length of trips: 12 days

I will recruit a student assistant in Beijing (thus to reduce the cost in international travel) to be with me on the
domestic trips who will work as the interpreter and course assistant later.

Concerning about the budget constraint, I created two scenarios of cost projections in accommodations: Scenario 1:
independent hotel rooms; Scenario 2: shared hotel rooms (with a female assistant).

The budget form is attached below for your review. More accurate estimates can be added in when the travel
time is getting closer.
### Budget Form for China Field Course Seed Funding*

<table>
<thead>
<tr>
<th>Cost Items</th>
<th>Average Cost Estimate (per person)</th>
<th>Number of Persons</th>
<th>Scenario 1: Total</th>
<th>Scenario 2: Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part I - international travel, December 2014 - January 2015</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>International air fare (economy class)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Greenville/Atlanta/Charlotte &lt;=&gt; Beijing, China</td>
<td>$1,700</td>
<td>1</td>
<td>$1,700</td>
<td>$1,700</td>
</tr>
<tr>
<td>Transportation to/from airports or parking</td>
<td>$200</td>
<td>1</td>
<td>$200</td>
<td>$200</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td><strong>$1,900</strong></td>
<td><strong>$1,900</strong></td>
</tr>
<tr>
<td><strong>Part II - domestic travel in 3 destinations: Beijing, Tianjin, Shanghai (12 days)</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Economy air fares and local transportations</td>
<td>$400</td>
<td>2</td>
<td>$800</td>
<td>$800</td>
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<tr>
<td>Accommodations at 3 destinations for 12 days</td>
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<td></td>
</tr>
<tr>
<td>Beijing (4 days)</td>
<td>$0</td>
<td>2</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Tianjin (4 days)</td>
<td>$160</td>
<td>2</td>
<td>$320</td>
<td>$160</td>
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<td>Shanghai (4 days)</td>
<td>$200</td>
<td>2</td>
<td>$400</td>
<td>$200</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td><strong>$1,520</strong></td>
<td><strong>$1,160</strong></td>
</tr>
<tr>
<td><strong>Part III - domestic travel in 3 destinations: Wuhan, Anhui, Guangzhou (12 days)</strong></td>
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<td></td>
</tr>
<tr>
<td>Economy air fares and local transportations</td>
<td>$700</td>
<td>2</td>
<td>$1,400</td>
<td>$1,400</td>
</tr>
<tr>
<td>Accommodations at 3 destinations for 12 days</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Wuhan (4 days)</td>
<td>$120</td>
<td>2</td>
<td>$240</td>
<td>$120</td>
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<tr>
<td>Anhui (4 days)</td>
<td>$120</td>
<td>2</td>
<td>$240</td>
<td>$120</td>
</tr>
<tr>
<td>Guangzhou (4 days)</td>
<td>$160</td>
<td>2</td>
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<td>$160</td>
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<td><strong>GRAND TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>$5,620</strong></td>
<td><strong>$4,860</strong></td>
</tr>
</tbody>
</table>

* Costs in China are converted into the value in US dollars according to the current exchange rate.

**Note:** In Scenario 1, the independent hotel room is expected; In Scenario 2, the shared hotel room is expected.
September 30, 2014

Dr. Sharon Nagy &
IP Coordinating Committee
E302 Martin Hall
Clemson University

Dear Dr. Nagy & IPCC:

It is with great enthusiasm that I write in support of Assistant Professor LingLing Zhang’s proposal titled “China International Health System Study and Healthcare Market Examination” which proposes to explore the Chinese health system market, social entrepreneurial opportunities, and the roles of public and private sectors in the healthcare market.

Dr. Zhang has thoughtfully prepared a proposal that supports a multidisciplinary and global institutional collaboration designed to enhance student learning and problem solving. The proposal is based on Dr. Zhang’s many years of field experience with a similar Harvard University-China project.

The faculty of the Department of Public Health Sciences support Dr. Zhang’s efforts and will seek to ensure that “lessons learned” from the experience are wrapped into our existing health sciences undergraduate program.

The proposal aligns directly with two (i.e. health, environment) of the three focus areas of the College of Health, Education and Human Development.

In summary, the proposal is a wise investment of curricular internationalization seed funding and will pay positive dividends to the department, college and university. I strongly recommend funding the proposal.

Very Respectfully,

Ron Gimbel, PhD
Associate Professor & Chair
September 30, 2014

Dr. Sharon Nagy
Office of Global Engagement
E-302 Martin Hall
Box 345714
Clemson, SC 29634-5714

Dear Dr. Nagy and Review Committee,

It is my pleasure to write a letter in support of the proposal China International Health System Study and Healthcare Market Examination being submitted to your Curricular Internationalization Seed Funding by Assistant Professor Lingling Zhang, PhD, MS, MPA from the Department of Public Health Sciences.

Dr. Zhang has extensive experiences in international health research and field investigations in China. In the past ten years, she has worked on projects in health financing, distribution and supply of health workforce, aging, health system reform, medical education, and professionalism. She also has led projects on comparative approaches to nursing excellence, mental health services, and social entrepreneurial implementation of community-based chronic disease prevention. Her partners and collaborators in China involve academic scholars, policymakers, industry leaders, and social entrepreneurs.

Through her proposal, Dr. Zhang hopes to facilitate student global experiences while conveying the need action to solve complex problems. The proposed partnership is aimed at education exchange and sharing in health care approaches between our school and institutions in China.

In conclusion, I provide my enthusiastic endorsement of Dr. Zhang’s proposal which involves interdisciplinary efforts and has the great potential to benefit our students, our college, and the university.

Sincerely,

Brett A. Wright, PhD
Professor
Interim Dean, College of Health, Education, and Human Development
September 30th, 2014

Dr. Sharon Nagy
Vice Provost
Office of Global Engagement
Clemson University

Dear Dr. Nagy,

I am writing this letter to offer my strongest support to Dr. Lingling Zhang’s proposal for curricular internationalization to examine health systems and healthcare markets. Dr. Zhang proposes to develop a course for the summer of 2016 with the support of the seed funding for preparations and setups in China.

There are at least two merits in this proposal that deserve a most serious consideration. First, although fairly new to Clemson University, Dr. Zhang is not new to such programs as proposed. Dr. Zhang has accumulated significant experience in working for a similar program at Harvard University School of Public Health, which recently received a gift of $350 million from the T. H. Chan family. Dr. Zhang has hand-on knowledge of developing and implementing a high-quality program, its challenges and potentials, as well as supports she needs to make such a program successful. Second, having lived and studied in both China and the United States, Dr. Zhang also possesses rich knowledge about her discipline and related field work in China. Her keen understanding of the cultural differences and practical nuances can help her perfect her program design for the students and tackle potential problems along the way. Your support can assist in making this a strong and popular program for years to come.

Such a course, well-designed and executed, will help promote Clemson University’s goals of internationalization in health, policy and China studies. Should you have any questions regarding my endorsement I would be glad to talk with you. Thank you very much for considering this proposal.

Sincerely yours,

Xiaobo Hu, Ph.D.
Director & Professor of Political Science