**Course Description**

The Netherlands, as many other Western countries, is facing today’s challenges of rising health care costs and an ageing population. In this course, students will develop a better understanding of the Dutch approach to norms and standards in today’s public health and health care system. The course will touch upon culturally sensitive issues such as euthanasia, public insurance, and home birth, as well as global issues such as elderly care and children’s health. Through a series of thematic lectures, including guest lectures from professionals in the field, and guided site visits, students are able to place these challenges in a specific context, critically analyzing and comparing them to other countries.

Below are the themes that will be covered in the course:

- History of Dutch Public Health
- Politics, costs and insurance matters
- Primary and secondary care, including the role of the general practitioner
- Euthanasia
- Maternal and children’s health
- Elderly care
- Mental health
- Drugs, alcohol and tobacco
- Social determinants of health
- Ethnicity in healthcare
- Infectious diseases
- Sexual health
- Emerging public health issues

**Learning Objectives**

By completing this course, students will:

- Demonstrate an in-depth understanding of the current structure and the historical evolution of the Dutch health care system and its principal stakeholders;
- Identify and critically assess the differing public policy approaches on health care policy that characterize both the Dutch health care system and its analogue in the United States;
- Render informed and policy-based evaluations of the Dutch approach to specific health care concerns (ranging from euthanasia and abortion to women's and children’s health and obesity);
- Articulate clearly the principal challenges that face both the Dutch and American health care systems, both currently and in the future, and weigh the efficacy of proposed health care solutions.

**Course Prerequisites**

None

**Methods of Instruction**

- Each theme presented will include an introductory lecture. Some of these lectures will be supplemented with guest speakers who are professionals in that specific field or a group guided site visit or group project
Throughout the course, all students will take scheduled tests to monitor their comprehension of the themes presented and discussed. Students will be able to use the feedback from these tests to prepare for the final exam.

In this course, students will also have two assigned papers in which they will apply their knowledge of the themes presented.

In between class sessions, students are expected to work independently on their assignments, complete the assigned readings, and study for their scheduled tests and final exam.

At the end of the course all students will take a final exam and will deliver a final presentation. The professor will discuss with the group the preferred means of delivering the final presentation (either individual or group presentations).

### Assessment and Final Grade

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
<td>Two papers (each worth 15%)</td>
<td>30%</td>
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<tr>
<td>Midterm test</td>
<td>15%</td>
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<tr>
<td>Final Presentation</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
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### Course Requirements

**Participation**

Each student is required to attend all sessions of the course and to participate actively in class discussions and during guided site visits. As part of this discussion, students will be expected to lead at least one group discussion by presenting an informal, five-minute presentation in addition to two open-ended discussion questions.

Students who make active connections to the concepts from the reading materials in class discussions, students who actively ask questions, and students who actively reflect on out-of-class experiences in class will receive extra points for participation. Participation points will be deducted when students do not participate in class or have not read the assigned reading materials before coming to class.

**Two papers (each worth 15%)**

During the course students have to complete two papers about public health in general, in the context of the discipline students are majoring in. The papers must be 1,200 words in length and must contain a list of references of at least three scientific sources. Proper APA formatting, including in-text citation, must be used for each of the assigned papers.

**Midterm test**

Students will take a test at the halfway point of the course to assess their knowledge of the content covered in the first two weeks of the class. Students will be provided the opportunity to use the feedback received from this test to prepare for their final exam.

**Final Presentation**

The course encourages students to do presentations through the eyes of the discipline in which they are majoring. For example, if a student is discussing the theme of drugs: the sociology major could approach the issue by looking at the reasons that addicts as a social group resort to drug abuse. The psychology major could approach this by looking at the effects of drug abuse on the individual and the psychological effects.

Students must conduct a fifteen-minute presentation, followed by five minutes of discussion (Q&A), on a public health theme of their own choice and may use other audiovisual equipment such as a film if this is a way the student is used to expressing himself/herself. Examples of topics that may be covered within the presentation are the effectiveness of the policies or the effect they have on the image of Amsterdam. Other examples include emerging public health issues described in class and their impact on the Dutch public health system.

The final presentation may be completed either individually or as a group presentation, in discussion and agreement with the professor.

**Final Exam**
The final exam will test students’ cumulative understanding of the Dutch health care system by asking them to produce cogent and well-structured responses to four essay-length questions that together cover the principal subjects discussed in class.

**Attendance**

Each student is expected to attend all sessions of the course and to participate actively in class discussions. Attendance will be taken every class session by the course instructor. Absences will be penalized according to the CIEE Amsterdam attendance policy outlined below:

1. **1 absence = allowed**
2. **2 absences = extra assignment (1 page in consultation with the instructor)**
3. **3 absences = 10 points (out of 100) are deducted from the student’s final grade**
4. **4 absences = the student fails the course**

- If a student comes in 15-30 minutes late to class, this counts as a ½ absence.
- At all times, the student needs to inform the instructor – before the start of class – in case he or she will incur an absence. Failure to notify the teacher in advance will result in an extra assignment.
- Note about all assignments: Late assignments will be marked down by 1 point (out of 10) for every day the assignment is late. Assignments that are more than 3 days (72 hours) late will not be accepted.

Since we will be discussing culturally and ethically sensitive issues in class, the classroom must be a safe space in which students are able to express their opinions openly. Discriminatory comments or language of any kind will not be tolerated.

Laptops are allowed, but only when they are used to take notes or to look up information directly related to the class discussion. The instructor reserves the right to prohibit laptop use in case this distracts other students or this privilege is abused.

*N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.*

**Weekly Schedule**

**Week 1**

**Class: 1.0** Introduction and history of public health in the Netherlands

Content: A historical overview of the three waves of development that have shaped the Dutch public health care system

Reading:


**Class: 2.0** Public health in transition

Content: politics, costs and health insurance matters in the Dutch health care system

Reading:


**Class: 3.0** The Dutch health care system vis-a-vis the rest of the world

Content: A comparison of the Dutch health care system with the rest of the world

Reading:


Van den Berg, M., Kringos, D.S., Marks, L.K., & Klazinga, N.K. (2014); The Dutch health care
Week 2

Class: 5.0  Politics of health: WTO/TRIPS and Dutch health care

Content: An investigation into the workings of the WTO and TRIPS in relation to health access

Reading:

Class: 6.0  Sex work in the Netherlands, a model for the world?

Content: Investigating the benefits and limitations of Dutch policy on sex work

Reading:
Dutch Ministry of Foreign Affairs (2012); Dutch Policy on Prostitution.

Class: 7.0  Social determinants of health

Content: Understanding how different social factors lead to different health outcomes in the Netherlands and around the world

Reading:
C. Bambra et al. (2010); Tackling the wider social determinants of health and health inequalities: evidence from systematic reviews. Journal of Epidemiology and Community Health 64 (4): 284-291.

Class: 8.0  Human rights approaches to health (with a focus on the Dutch model)

Content: Investigating the different ways the human rights based approach is implemented in the Netherlands and the rest of the world

Reading:

Class: 9.0  Euthanasia

Content: Debating the relative merits and demerits of euthanasia as a public health practice

Reading:
P. Sulmasy (2016); Non-faith-based arguments against physician-assisted suicide and euthanasia. The Linacre Quarterly 83 (3): 246-257.

Week 3
Class: 10.0 Neoliberalism and health

Content: investigating the impact of the Neoliberal agenda on public health in the Netherlands and the rest of the world

Reading:


Class: 11.0 Sexual health in the Netherlands

Content: Analyzing the uniquely Dutch approach to sexual health as evaluated by patients

Readings:


Class: 12.0 Obesity and nutrition in the Netherlands

Content: Investigating the impact and mitigation techniques of obesity in the Netherlands and the world at large

Readings:


Class: 13.0 Mental health

Content: Investigating the impact of the movement for global mental health in the Netherlands and the world

Reading:


Class: 14.0 Aging and elderly care in the Netherlands

Content: A look at the Dutch innovations on elderly care

Reading:


Week 4

Class: 15.0 Recreational drug use

Guest lecture: the founder of Festival Zusters will discuss his organization’s role in providing information to drug users who attend Dutch festivals and how his organization’s philosophy dovetails with the Netherlands’ focus on harm reduction as a public health strategy

Class: 16.0 Dutch drug policy

Guest lecture: Researcher at the Netherlands Drug Policy Foundation

Reading:

C. Chatwin (2016); Mixed messages from Europe on drug policy reform: the cases of Sweden and the Netherlands. Foreign Policy at Brookings: 1-12.

Class: 17.0 The use and prescription of antibiotics in the Netherlands
Reading:


Class: 18.0 Presentation

Content: Different groups present their projects after which a question and answer session follows

Readings: N/A

Class: 19.0 Final exam

Course Materials

Readings

C. Weel, H. Schers, and A. Timmermans (2012); Health Care in The Netherlands. JBFM 12 (16).


Dutch Ministry of Foreign Affairs (2012); Dutch Policy on Prostitution.


C. Bambra et al. (2010); Tackling the wider social determinants of health and health inequalities: evidence from systematic reviews. Journal of Epidemiology and Community Health 64 (4): 284-291.


P. Sulmasy (2016); Non-faith-based arguments against physician-assisted suicide and euthanasia. The Linacre Quarterly 83 (3): 246–257.


C. Chatwin (2016); Mixed messages from Europe on drug policy reform: the cases of Sweden and the Netherlands.