Course title: Contemporary Challenges in Global Health
Course code: (GI) PUBH 3006 BRGE / INRE 3008 BRGE
Programs offering course: Global Architecture and Design, Semester Global Internship, Berlin Open Campus Block
Open Campus Track: Global and Community Health
Language of instruction: English
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Fall Block I 2020

Course Description
In this course students examine the economic, cultural, ethical, and structural challenges faced by health care systems today. The course explores different approaches to health care system organization and financing, strategies for using limited resources, and challenges to providing universal access to health care. Students address specific approaches to these challenges, with a comparative focus.

Learning Objectives
By completing this course, students will:

- Articulate the most important challenges in national/local health care
- Demonstrate a theoretical understanding of different social science perspectives to global health and related key concepts of governance, social inequality and big pharma
- Analyse critically specific approaches to such challenges in a comparative, international context
- Evaluate the problems emerging from the interaction of different national health care systems
- Examine instances where cultural and religious traditions impact health care
- Contextualise cross-cultural and cross-disciplinary approaches to health
- Critically assess or adapt specific approaches to such challenges and developments

Course Prerequisites
Students should have completed at least a one-semester course in health studies or international relations.

Methods of Instruction
The methodology used throughout this course will include teacher presentations with student-teacher dialog and discussion, as well as prepared debates in which students are expected to give presentations to argue a specific case and defend it to an “opponent” and the class. Presentations will be enhanced by the use of multimedia elements wherever useful and/or pertinent. Students are expected to participate actively during site visits.

Assessment and Final Grade
1. Presentation 25%
2. Final Discussion Paper 25%
3. Video Discussion Contributions 10%
4. Advocacy Statement 20%
5. Participation 20%
TOTAL 100%

Course Requirements
Presentation
Students will be required to prepare presentations to argue a specific case and defend it to an “opponent” and the class. The presentation of about 7 minutes (excluding “opponent” and class discussion) should show a good understanding of a selected topic and the ability to put it in perspective. Furthermore, it should be presented in a concise yet comprehensive manner. Content (40%), handout (20%), form of presentation (both slides and the presentation itself, 20%) and response to the “opponent” and queries (20%) will influence the grade. Topics will
Final Discussion Paper

A 1,500-word discussion paper will be required. This paper should cover a specific topic and needs to show a solid understanding of and reflection on the topic assigned. The topic may be the same as the presentation topic. Grading is based on formal correctness (10%), logical coherence of the outline and quality of reasoning (30%) and content (40%). The paper must be complemented by a succinct summary of no more than 250 words (20%). Inappropriate citation will lead to a mark reduced by at least one grade level. Topics will be assigned at the beginning of the course.

Video Discussion Contributions

Each week the instructor will post a discussion prompt (either a question or topic) on FlipGrid that relates to the week's corresponding topics and readings. Students are responsible for posting a 30-second video response to the prompt that a) presents a clearly articulated position on the prompt and b) explicitly relates the position to a position presented in an assigned reading that week. Grading is based on the quality of reasoning presented in your response (50%) and the clear logical connection to a position presented in one of the weekly readings (50%). The purpose is to analyse critically specific approaches to the global health issue under discussion and as such you are encouraged to avoid composing and reading a script in your responses. You response should be posted prior to the meeting time of the third class session each week so that your responses may be incorporated into our class discussion during that session.

Advocacy Statement

Develop and advocacy statement to give voices to a local vulnerable population impacted by a global health issue discussed in class. The advocacy statement should include a description of the population (exp. children, elderly, specific ethnic or racial groups, people living with a disability or in poverty) and its key global health vulnerability. The advocacy statement itself should advocate for specific solutions that address the rights of the population in relation to topics covered in class and individual research such as: health status, access to healthcare services, access to treatment, and/or services that address a specific determinant of health (exp. Education, discrimination, sanitation, essential services, socioeconomic conditions, etc.). Not only should your statement be convincing when you present it in class during a five minute presentation but also be founded on existing research and literature. After presenting your advocacy statement in class you will submit it in writing to the instructor along with a bibliography citing at least 6 references. Advocacy statements will be presented during Weeks 4 and 5 and students will sign up for their time during class 1.2.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent.

Attendance policies also apply to any required co-curricular class excursion or event, as well as to any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.
Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Absences for classes will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Minimum Penalty</th>
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</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 - 20%</td>
<td>Participation graded as per class requirements; 3% grade penalty &amp; written warning</td>
</tr>
<tr>
<td>More than 20%</td>
<td>Automatic course failure, and possible expulsion</td>
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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: 1.1 The “Grand Challenges in Global Health” of 2003

Using Bill Gates’s research initiative of 2003, which he titled “Grand Challenges of Global Health,” as a starting point, the introductory lecture will give an overview of diseases and public health problems that plague mankind in the current era and affect the developing world disproportionately. The lecture will be followed by an introduction to the concept of the course, grade requirements, and formal aspects.

**Week 2**

Class: 2.1 Population dynamics and their relation to global health

This session will consider the impact of population growth on global health initiatives. Students will explore the relationship between factors such as migration, the distribution and availability of medical resources, and overarching public health issues impacting location and community demographics such as fertility and mortality.


Class: 2.2 The doctor’s dilemma & bad pharma

This session will encourage students to consider the ethical tensions between a doctor’s responsibilities to heal and the need and desire to make a profit. Students will consider how this dilemma manifests itself similarly in drug policy decision-making and the pharmaceutical industry. By comparing and contrasting drug policies, students will develop critical understandings of economic and ethical challenges impeding public health systems and their actors. To develop an
understanding of economic and ethical challenges impacting access to mental health resources in the host country, a guest speaker will be invited to this session.


Class: 2.3 It's all your own fault! – Individual risk factors and the impact on health care

Understandings of risk factors associated with common public health issues such as cancer are varied. In some communities, risk factors are rooted in local ways of knowing and relationships with nature. This class will explore the politics of responsibility and the role of the individual, community and public health institutions by examining the tobacco industry in the host environment in relation to the host environment's government-sponsored cancer awareness initiatives and understandings of risk factors expressed by rural communities.

Week 3
Class: 3.1 Components of population structure with respect to age, gender and location

This week's discussions will focus on comparing different systems for safeguarding health care. Today's introductory session will focus on critically discussing the demographics and challenges in the United States in relation to organizational structures that support health care at county, state and national levels.


Class: 3.2 Safeguarding health care

Safeguarding health care is a major public concern in some states, and left largely, if not entirely, to private enterprise in others. In this class students are comparing and discussing different safeguarding system in the host environment, the U.K. and in select Western Society states.


Class: The demographic challenge: Safeguarding health care in an aging society
3.3

This class will critically discuss the demographic challenge of safeguarding health care in an aging society where non-communicable diseases have been on the rise since the 1990s and have now overtaken communicable diseases as the leading cause of adult mortality. The class will particularly focus on the emergence of public-private partnerships in health since the 1990s and will ask who these organizations are accountable to.


Week 4
Class: 4.1 Universal access to qualified health care – how can it be achieved?

This class will continue the discussion on providing health care on a worldwide basis. Questions will centre on universal access to qualified health care and how this can be achieved.


Advocacy Statements due during classes 4.1, 4.2, 4.3. Session sign up will occur during class session 1.2.

Class: 4.2 Who decides? The problem of coordinating global efforts
In order to explore the decision-making process and the coordination of global health responses, this class will contrast united international responses to pandemic health crises (e.g., The Ebola 2014 pandemic in West Africa, the 2016 Zika virus pandemic in South America) with The host environment’s selective engagement in coordinated global health initiatives and responses.


**Class: 4.3 When health care kills – fighting criminal practices**

Due to shortage of medical supplies and cost of medical services/resources, criminal practices have been adopted in medical industries worldwide. In this class we will use two case studies to examine illegal practices found in our region: organ trade and counterfeit medications.


**Week 5**

**Class: 5.1 Patient activism and biological citizenship**

In our globalized world, biological rights claims are made both at the state level and with international actors like NGOs, inter-governmental bodies and pharmaceutical companies. This class will problematize the concept of patient’s rights within the framework of biological citizenship at these intersecting levels of engagement.


**Presentations (1) – topic guide will be handed out in week 1**

**Class: 5.2 Public health education**

This class will focus on teaching health. Students will consider how communities worldwide disseminate basic knowledge on hygiene, vaccination and prevention. This will be contrasted with today’s readings on public health education in The host environment.

**Presentations (2) – topic guide will be handed out in week 1**

**Class: 5.3 Global standards of medical schooling**

This class will explore medical schooling from two perspectives. First, students will consider the need for and effectiveness of global standards of medical schooling. Second, students will compare medical education experiences and systems in the U.S. with those in The host environment.


**Presentations (3) – topic guide will be handed out in week 1**

**Week 6**

**Class: 6.1 Cultural competence in medicine and public health**

In this class students will consider the important role cultural competency plays in the field of medicine, and public health specifically. By researching and debating cases where medically-oriented ethics collide with religious and cultural beliefs, students will examine their personal-cultural competencies.

Class: 6.2 The end justifies the means...

This class will introduce students to institutions, entities and measures established to regulate medical research.


Class: 6.3 Health vulnerability and adaptation to climate change

This class will explore health system responses to climate change. Students will consider the impact of the Health Impact Assessment (HIA) on future worldwide coordinated initiatives.


Final discussion paper due

Course Materials
Readings
Additional Readings
Obermann/Müller et al.: The German Health Care System. Ratgeberverlag 2013

Online Resources
The Grand Challenges in Global Health of the Bill & Melinda Gates Foundation are presented in detail at: http://www.grandchallenges.org/Pages/BrowseByGoal.aspx
The Lancet Series on Europe provides a comprehensive examination of issues affecting the health of people in Europe. Articles from the series are found at: http://www.thelancet.com/series/health-in-europe
WHO's Health Care Systems in Transition series is an excellent source to look at the health care system of a country, including financial and organizational issues. (http://www.euro.who.int/en/about-us/partners/observatory/health-systems-in-transition-hit-series)
E-learning Resources for Global Health Researchers from the National Institute of Health
Global Health E-Learning Resources by Unite For Sight Global Health University
http://www.uniteforsight.org/global-health-university/courses