



## CIEE Paris, France

<b>Course title:</b>	Contemporary Challenges in Global Health
<b>Course code:</b>	(GI) PUBH 3006 PAFR / INRE 3008 PAFR
<b>Programs offering course:</b>	Arizona State University Global Flex - Course + Internship, Arizona State University Global Flex - 3 Credit, Arizona State University Global Flex - 6 Course Credits, Paris Open Campus Block
<b>Open Campus Track:</b>	Global and Community Health
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3.00
<b>Contact hours:</b>	45.00
<b>Term:</b>	Spring Block II 2023

### 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 be assigned at the beginning of the course.

### **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. Your 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 an 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**

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

### **Academic Integrity**

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

***N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.***

### **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.

Rahman, M.O & Menken, J., Rahman, M. O. (2006) Population and Reproductive Health, in International Public Health: Diseases, Programs, Systems and Policies, Manson MH, Black RE and Mills AJ (Eds.). Available at [http://www.dess.fmp.ueh.edu.ht/pdf/Green\\_Collins\\_2006\\_management\\_planning\\_public\\_health.pdf](http://www.dess.fmp.ueh.edu.ht/pdf/Green_Collins_2006_management_planning_public_health.pdf) pp 115-176 (61pp)

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 impacting 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.

Ecks, Stefan. (2005) "Pharmaceutical Citizenship: Antidepressant Marketing and the Promise of Demarginalization in India." *Anthropology & Medicine* 12(3): 239-254.

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.

Majid, E., Friedman, A. B., Kulkarni, C. S., Murray, C. J. L. (2008). The reversal of fortunes: trends in county mortality and cross-county mortality disparities in the United States. *PLOS Medicine*: (volume 5). Available at <http://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.0050066> (11p).

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.

Nixon, J. (2000). How does the UK NHS compare with European standards? A review of EU health care systems using hierarchical cluster analysis. St. Louis: Federal Reserve Bank of St Louis. Retrieved from <https://ezproxy-prd.bodleian.ox.ac.uk:7316/docview/1698151604?accountid=13042>

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 communicable diseases have been on the rise since the 1990s and have now overtaken communicable diseases leading cause of adult mortality. The class will particularly focus on the emergence of public-private partnership health since the 1990s and will ask who these organizations are accountable to.

Rechel, B., Grundy, E., Robine, J. M., Cylus, J., Machenbach, J. P., Knai, C., McKee, M. (2013). "Ageing in the E Union." *The Lancet*. Vol 381, No. 9874. Available at <http://www.healthyageing.eu/sites/www.healthyageing.eu/files/resources/Ageing%20in%20the%20EU%20The%20pp%201312-22> (10pp).

### 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.

Bloom et al. 2018. The promise and peril of universal health care. *Science*, 24 Aug 2018: Vol. 361, Issue 6404. Available at: DOI: 10.1126/science.aat9644

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 (exp. 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.

Cyranoski, D. (2003). Taiwan left isolated in fight against SARS. *Nature*, 422(6933), 652.

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.

Shimazono, Y. (2007). The state of the international organ trade: A provisional picture based on integration of available information. *World Health Organization. Bulletin of the World Health Organization*, 85(12), 955-62.

Newton, P. N., Fernández, F. M., Plançon, A., Mildenhall, D. C., Green, M. D., Ziyong, L., Palmer, K. (2008). A collaborative epidemiological investigation into the criminal fake artesunate trade in South East Asia. *PLoS Medicine*, 5(2), e32.

## **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.

Rose, Nikolas and Novas, Carlos (2004) Biological citizenship. In: Ong,

Aihwa and Collier, Stephen J, (eds.) *Global Assemblages: Technology, Politics, and Ethics as Anthropological Problems*. Blackwell Publishing, Oxford, pp. 439-463. ISBN 0631231757

### **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.

Good, Byron J., and Mary-Jo DelVecchio Good. 1993. "Learning medicine: the constructing of medical knowledge at Harvard Medical School". *Knowledge, Power and Practise: The Anthropology of Medicine and Everyday Life* 81-107.

### **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.

Birn, A. (1999). Reviewed Work: *The Spirit Catches You and You Fall down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures* by Anne Fadiman, *Journal of Public Health Policy*, 20(4), 504-507. doi:10.2307/3343137

Whitcomb, Michael E. 2002 Assisting Medical Educators to Foster Cultural Competence. *Academic Medicine* 77:191-192.

Class: 6.2 The end justifies the means...

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

Harris-Roxas, B., Viliani, F., Harris, P., Bond, A., Cave, B., Divall, M., Furu, P., Soeberg, M., Wernham, A., Winkler, M. (2012). Health impact assessment: the state of the art. *Impact Assessment and Project Appraisal*, 30, (1), Available at

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.

McMichael, A.J., Woodruff, R.E., Hales, S. (2006). Climate change and human health: present and future risks. *The Lancet*. 367 (9513) Available at [http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(06\)68079-3/fulltext](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(06)68079-3/fulltext) (will need to be downloaded via university access) pp. 859-869 (10pp).

**Final discussion paper due**

**Course Materials**

**Readings**

**Additional Readings**

Obermann/Müller et al.: *The German Health Care System*. Ratgeberverlag 2013

Bhattacharya J, Hyde T and Tu P: *Health Economics*. Palgrave-Macmillan 2013

Morrison E (Ed.): *Health care ethics. Critical issues for the 21st century*. Jones and Bartlett 2009

Pedersen KM, Beck M, Vrangbaek K. *The Danish Healthcare System: An analysis of strengths, weaknesses, opportunities and threats (SWOT analysis)*. University of Southern Denmark working paper 2011. Available at [http://www.sdu.dk/-/media/files/om\\_sdu/centre/cohere/working+papers/2011/2011\\_2.pdf](http://www.sdu.dk/-/media/files/om_sdu/centre/cohere/working+papers/2011/2011_2.pdf)

Tulchinsky TH, Varavikova EA. *The new public health: an introduction for the 21st century*. 3rd ed., Elsevier 2014

Winchester, Margaret S; Knapp, Caprice; BeLue, Rhonda (2018). *Global health collaboration: challenges and lessons*. Springer.

Lakeoff, A. (2017). *Unprepared: Global Health in a Time of Emergency*. University of California Press.

Fourie, C. (2018). "The trouble with inequalities in global health partnerships." *Medical Anthropology Theory* 5(2): 142-155.

**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

<https://www.fic.nih.gov/Global/pages/training-resources.aspx>

Global Health E-Learning Resources by Unite For Sight Global Health University

<http://www.uniteforsight.org/global-health-university/courses>