Syllabus
HPM 823: Global Health
Summer 2019
1 Credit | [Online]

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Course Overview

- **Course Description**

  This course analyzes health systems from a global perspective. Although health systems vary widely in their structure and performance, there is substantial similarity in the issues that they face. The course evaluates health systems from a system improvement perspective, by focusing on health system analysis and health system reform. This course will include discussion about the U.S. health system as well as the health systems of developing countries, low-income countries, and middle-income countries. This course will assess WHO health systems building blocks in an international context and identify system elements from different countries that could be used to improve access, quality or health outcomes in the student's home or work country.

- **Prerequisites**

  Course restricted to DrPH Executive Doctoral Students in Health Leadership.

- **Instructor(s)**

  Dean M. Harris, J.D.
  1104A McGavran-Greenberg Hall
  Department of Health Policy and Management
  UNC Gillings School of Global Public Health
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- **Teaching Assistant**

  TBD.

- **Course Website**

  https://sakai.unc.edu/welcome/. Use your ONYEN and password.

- **Class Days, Times, Location**

  This course is a combination of residential and online. Class meets online on various Tuesday evenings throughout the semester. The class schedule is listed below.

- **Office Hours**

  There are no set office hours for this course. Students may request an appointment by email. Virtual office hours may be conducted via phone, Skype, or Adobe Connect.

- **Course Texts**

  Roberts, Marc J, William Hsiao, Peter Berman & Michael R. Reich. Getting Health Reform Right; A Guide to Improving Performance and Equity. Oxford, Oxford University Press, 2008 (or 2004).

World Health Organization. <u>The World Health Report 2000: Health Systems;</u>
<u>Improving Performance</u>. Geneva, 2000.   May be downloaded free of charge:
<u>http://www.who.int/whr/2000/en/whr00_en.pdf</u>

Other Readings are noted in the Course Schedule.

- Course Format   The course format includes class discussion and in-class activities. Students are expected to complete the readings and come to each class prepared to discuss the material.

Course Policies

- Recognizing, Valuing and Encouraging Inclusion and Diversity in the Classroom

We share the School`s commitment to diversity. We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

We are committed to expanding diversity and inclusiveness across the School—among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty and staff members perceive the School's environment as welcoming, valuing all individuals and supporting their development."

In this class, we practice these commitments in the following ways:

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

As a student in the class, you are also expected to understand and uphold the following UNC policies:

- **Diversity and Inclusion at the Gillings School of Global Public Health**: http://sph.unc.edu/resource-pages/diversity/
- **UNC Non-Discrimination Policies**: http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf
- **Prohibited Discrimination, Harassment, and Related Misconduct at UNC**: https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct

- Accessibility

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), https://ars.unc.edu/; phone 919-962-8300; email ars@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.

- UNC Honor Code

As a student at UNC-Chapel Hill, you are bound by the university's Honor Code, through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. To ensure effective functioning of the Honor System at UNC, students are expected to:

a. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
b. Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
c. **Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.**
d. Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

Instructors are required to report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university. If you have any questions about your rights and responsibilities, please consult the Office of Student Conduct at https://studentconduct.unc.edu/, or consult these other resources:

- Honor system module.
- UNC library's plagiarism tutorial.
- UNC Writing Center handout on plagiarism.

- Instructor Expectations

You are expected to be online and participate in all classes. If, in an unusual circumstance, you cannot be online, you must notify the faculty member in advance of the class. You are still responsible for completing and turning in all class assignments in a timely fashion.

Email

The instructor will typically respond to email within 48 hours or less if sent Monday through Friday. The instructor may respond to weekend emails, but it is not required. If you receive an out of office reply when emailing, it may take longer to receive a reply. The instructor will provide advance notice, if possible,

when he will be unavailable by email. If you do not receive a timely email response, please send another email reminder.

Discussion Board	Not applicable.
Feedback	Feedback will be provided as requested on the final deliverable. Feedback is meant to be constructive and help the student continue to build upon their skills. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas.
Grading	Every effort will be to provide grades and feedback within two weeks after the due date.
Syllabus Changes	The instructor reserves to right to make changes to the syllabus, including project due dates. These changes will be announced as early as possible.
Telephone Messages	Emails are a better way to reach the instructor.

- Student Expectations

Appropriate Use of Course Resources:	The materials used in this class, including, but not limited to, syllabus, exams, quizzes, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.
Assignments	Submit all assignments through Sakai, unless instructed otherwise. Emailing assignments is not preferable unless prior arrangements have been made. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work, email or call the instructor for guidance.
Attendance/ Participation	Your attendance and active participation are an integral part of your learning experience in this course. If you are unavoidably absent, please notify the course instructor (and Teaching Assistant if one is assigned).
Communication	You are expected to follow common courtesy in all communication to include emails, online discussions, and face-to-face. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional.
Contributions	You are expected to offer individual contributions in class and on individual assignments, and collaborate with fellow students on assignments for which students may work together, such as group assignments.
Discussion Board	Not applicable.

Email	All email correspondence between student/instructor and peer/peer will be conducted in a professional manner following email etiquette.

- View the following link for more information on email etiquette: http://metropolitanorganizing.com/etiquette-professional-organizing-services/essential-email-etiquette-tips/

Late Work	Late, missed, or rescheduled work: Assignments are due on their due dates. For extenuating circumstances, you may be able to get instructor permission to turn in your assignments late. However, you will only receive permission if you notify the instructor in advance of the assignment due date of the reason you need an extension of time, and the instructor agrees to the extension. If you do not get an extension, you will receive a reduction in your grade for that assignment.
Readings	Readings for a particular class should be completed before the class and before completing associated activities
Technical support	The UNC Information Technology Services (ITS) department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by email at help@unc.edu, or by visiting their website at http://help.unc.edu, or by UNC Live Chat at http://its.unc.edu/itrc/chat.

Competencies, Learning Objectives, and Assessment

- ## Competencies

In this course, you will develop the following competencies.

DrPH 27. Assess WHO health systems building blocks in an international context and identify system elements from different countries that could be used to improve access, quality or health outcomes in the student's home or work country.

- ## Learning Objectives

By the end of this course, you will achieve the following learning objectives.

L1. Demonstrate the ability to apply global perspectives to promote health policy values and goals.

L2. Be able to identify the issues in a given state of facts, analyze those issues in global perspective, and explain the analysis.

- ## Map

Competencies addressed in this course, learning objectives mapped to these competencies, and assignments that assess these competencies.

Competencies	Course Learning Objectives	Assessment Assignments with brief descriptions
DrPH 27. Assess WHO health systems building blocks in an international context and identify system elements from different countries that could be used to improve access, quality or health outcomes in the student's home or work country.	L1. Demonstrate the ability to apply global perspectives to promote health policy values and goals. L2. Be able to identify the issues in a given state of facts, analyze those issues in global perspective, and explain the analysis.	The final deliverable for this course is a paper of 3 to 5 pages (double-spaced) on what aspects of other countries' health systems could be implemented (with modifications) to address health problems in the student's home or work country. This competency and the two course learning objectives will also be assessed by evaluating the student's class participation throughout the course.

Course Assignments and Assessments

This course will include class participation and one paper of 3 to 5 pages (double-spaced) on what aspects of other countries' health systems could be implemented (with modifications) to address health problems in the student's home or work country.

Assignments	Points/Percentages
1. Class Participation	50%
2. Paper (described above)	50%
TOTAL	100%

- ### Grading

Grading: There is no rubric for these assignments The relative weight of each course component is shown in the table above.

Grading Scale:

Final course grades will be determined using the following UNC Graduate School grading scale.

H	92-100	High Pass: Clear excellence
P	75-91	Pass: Entirely satisfactory graduate work
L	60-74	Low Pass: Inadequate graduate work
F	<60	Fail

- ### Assignment Descriptions

Descriptions of the assignments follow.

1. Class Participation (50% of grade): Throughout the course

Description. Students are expected to be online and participate in all classes. If, in an unusual circumstance, you cannot be online, you must notify the faculty member in advance of the class. The grade for class participation includes quality as well as quantity of participation. Therefore, class participation should be thoughtful, respectful, and well-articulated.

Grading Rubric: Not applicable

2. Paper (50% of grade): Due before the beginning of the last class session for this course.

Description. Students are required to submit one paper of 3 to 5 pages (double-spaced) on what aspects of other countries' health systems could be implemented (with modifications) to address health problems in the student's home or work country. This is an individual assignment. It is not a team project.

Grading Rubric: Not applicable

Course-at-a-Glance

The instructor reserves to right to make changes to the syllabus, including project due dates. These changes will be announced as early as possible.

Unit/Week/Day	Topic	Assignment Due
Class 1: TBD, 2019	Overview of Class; Comparing health systems and the importance of context; The WHO Health System Framework	None
Class 2: TBD, 2019	Financing in health systems	None
Class 3: TBD, 2019	Payment systems for health services	None
Class 4: TBD, 2019	Organization and organizational reform	None
Class 5: TBD, 2019	Corruption in health systems	None
Class 6: TBD, 2019	Regulation and governance in health systems	Paper of 3 to 5 pages (double-spaced) as described above)

Course Schedule

The instructor reserves to right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

- TBD, 2019 (Class 1): Overview of Class

Class 1	_____, 2019
Topic	Overview of Class; Comparing health systems and the importance of context; The WHO Health System Framework
Competency	DrPH 27. Assess WHO health systems building blocks in an international context and identify system elements from different countries that could be used to improve access, quality or health outcomes in the student's home or work country.
Class Learning Objectives	L1. Demonstrate the ability to apply global perspectives to promote health policy values and goals. L2. Be able to identify the issues in a given state of facts, analyze those issues in global perspective, and explain the analysis.
Required Readings	WHO's Framework for Action, pages 1-33, http://www.who.int/healthsystems/strategy/everybodys_business.pdf

- TBD, 2019 (Class 2): Financing in health systems

Class 2	_____, 2019
Topic	Financing in health systems
Competency	DrPH 27. Assess WHO health systems building blocks in an international context and identify system elements from different countries that could be used to improve access, quality or health outcomes in the student's home or work country.
Class Learning Objectives	L1. Demonstrate the ability to apply global perspectives to promote health policy values and goals. L2. Be able to identify the issues in a given state of facts, analyze those issues in global perspective, and explain the analysis.
Required Readings	1. Roberts, Chapter 8; 2. "Executive Summary." World Health Report 2010, Health System Financing: The Path to Universal Coverage, Geneva: WHO, 2010, http://www.who.int/whr/2010/en/index.html

- TBD, 2019 (Class 3): Payment systems for health services

Class 3	_____, 2019
Topic	Payment systems for health services
Competency	DrPH 27. Assess WHO health systems building blocks in an international context and identify system elements from different countries that could be used to improve access, quality or health outcomes in the student's home or work country.
Class Learning Objectives	L1. Demonstrate the ability to apply global perspectives to promote health policy values and goals. L2. Be able to identify the issues in a given state of facts, analyze those issues in global perspective, and explain the analysis.
Required Readings	Roberts, Chapter 9.

- TBD, 2019 (Class 4): Organization and organizational reform

Class 4	_____, 2019
Topic	Organization and organizational reform
Competency	DrPH 27. Assess WHO health systems building blocks in an international context and identify system elements from different countries that could be used to improve access, quality or health outcomes in the student's home or work country.
Class Learning Objectives	L1. Demonstrate the ability to apply global perspectives to promote health policy values and goals. L2. Be able to identify the issues in a given state of facts, analyze those issues in global perspective, and explain the analysis.
Required Readings	1. Roberts, Chapter 10 2. World Health Report 2000, Chapters 3 and 4.

- TBD, 2019 (Class 5):Corruption in health systems

Class 5	_____, 2019

Topic	Corruption in health systems
Competency	DrPH 27. Assess WHO health systems building blocks in an international context and identify system elements from different countries that could be used to improve access, quality or health outcomes in the student's home or work country.
Class Learning Objectives	L1. Demonstrate the ability to apply global perspectives to promote health policy values and goals. L2. Be able to identify the issues in a given state of facts, analyze those issues in global perspective, and explain the analysis.
Required Readings	1. <u>World Health Report 2000</u>, Chapter 6. 2. European Commission," Executive Summary: Study on Corruption in the Healthcare Sector," (October 2013). http://ec.europa.eu/dgs/home-affairs/what-is-new/news/news/docs/20131219_study_on_corruption_in_the_healthcare_sector_-_summary_en.pdf

- TBD, 2019 (Class 6): Regulation and governance in health systems

Class 6	_____, 2019
Topic	Regulation and governance in health systems
Competency	DrPH 27. Assess WHO health systems building blocks in an international context and identify system elements from different countries that could be used to improve access, quality or health outcomes in the student's home or work country.
Class Learning Objectives	Same as above. (Also note that this is the culmination of the work that the students did throughout the semester, and should incorporate work from earlier in the semester.)
Required Readings	1. Roberts, Chapter 11 2. European Observatory on Health Care Systems. "Policy Brief: Regulating EntrepreneurialBehavior," http://www.euro.who.int/__data/assets/pdf_file/0004/108823/Regbrief170202.pdf 3. Lim, MK, et al. "Public Perceptions of Private Health Care in Socialist China." Health Affairs, 23, issue 6, Nov/Dec 2004, pp. 222-234.