Title of Course: Global Health

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Class Times: Our first class to launch the course will be held in person on Tuesday, May 16, 2017 from 10:45 am to 12:15 pm in McGavran-Greenberg, Room 2306. Then, four classes will be held online at the dates and times set forth below. (All of the times listed below are local time in Chapel Hill.) Finally, we will wrap up the course with an in-person session on campus between August 15 and 17, 2017. (The specific date, time, and place of the in-person session in August will be announced later.)

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. In addition, the course focuses on policy issues and ethical issues of health leadership in global perspective. This global perspective is both comparative and trans-national. Thus, we will compare the approaches to health issues in various countries. In addition, we will consider the cross-border issues that arise from the movement of patients and healthcare professionals across national borders, such as providing care for undocumented aliens and the “brain drain” of healthcare personnel from developing countries.

Readings and Other Assignments: This course will include readings, class discussions, activities, and one paper at the end of the course. There are two required texts for this course as follows:


In addition, other reading assignments may be posted on the Sakai site for this course, identified on the internet, or otherwise available to all UNC students on the E-Journal Finder of UNC Libraries at
http://vb3lk7eb4t.search.serialssolutions.com/ejp/?libHash=VB3LK7EB4T#/?language=en-US&titleType=JOURNALS

**Grading:** Grades in this course will be based on class participation (50%) and one individual reflection paper (50%). The individual reflection paper is due at the beginning of our final in-person class to wrap up the course in August of 2017. (The specific date, time, and place of that final in-person class will be announced later.) The assignment for this paper is to explain how you will *use* what you learned in this course for your leadership in global public health. The length of the paper is a minimum of three pages and a maximum of five pages (double spaced) using Times New Roman 12 font and one inch margins. There are no examinations in this course.

**Course Learning Objectives and CEPH Competencies:**

**Learning Objective No. 1:** Demonstrate the ability to apply global perspectives and ethical principles to promote health policy values and goals.

**COMPETENCY:** Integrate ethics and professionalism into organizational and community settings.

**COMPETENCY:** Integrate knowledge of cultural values and practices in the design of public health policies and programs.

**Learning Objective No. 2:** Be able to identify the issues in a given state of facts, analyze those issues in global perspective, and explain the analysis.

**COMPETENCY:** Integrate ethics and professionalism into organizational and community settings.

**COMPETENCY:** Integrate knowledge of cultural values and practices in the design of public health policies and programs.
UNC Honor Code

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work. If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042). Read “The Instrument of Student Judicial Governance” (http://instrument.unc.edu).

Recognizing, Valuing, and Encouraging Diversity

The importance of diversity is recognized in the mission statement of HPM. In the classroom, diversity strengthens the products, enriches the learning, and broadens the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.

Course Evaluation

HPM participates in the UNC-CH’s online course evaluation system, enabled at the end of the semester by Scantron Class Climate. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.

Accommodating Students with Disabilities:

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), http://accessibility.unc.edu; phone 919-962-8300, email accessibility@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.
CLASS SCHEDULE AND ASSIGNMENTS

Note: The topics, assignments, and schedule of classes are subject to change by the professor, by posting an announcement on this course’s Sakai web site.

Class 1 – May 16, 2017 (from 10:45 am to 12:15 pm): IN-PERSON SESSION TO LAUNCH THE COURSE (INTRODUCTION AND OVERVIEW)

A. Preview of issues  
B. Housekeeping matters  
C. Activity about building and operating a new hospital in a developing country (pages 17-19 of Harris text)  
D. Activity about developing a hospital policy on female genital mutilation (pages 101-103 of Harris text)

Required readings for this class:

WHO 2000, “Overview” (pages xi - xix)

Harris text, Chapter 1 at pages 7-14 and 17-19; plus Chapter 5

Recommended reading for this class:

Harris text, Chapter 4
Class 2 – May 23, 2017 (online from 5:35 pm to 7:00 pm): MOVEMENT OF PATIENTS ACROSS NATIONAL BORDERS

A. Activity about developing a hospital policy on undocumented aliens (pages 212-16 of Harris text)
B. Issues in providing care to patients who are unable to communicate effectively in the language of the host country

Required readings for this class:

WHO 2000, Chapter 1

Harris text, Chapter 10


Recommended readings for this class:

Harris text, Chapter 2


(Under “Past Issues,” scroll down to find volume 6, issue no. 1. Click on that volume and issue number, and then go to page 2 for the specific article.)
Class 3 – June 13, 2017 (online from 5:35 pm to 7:00 pm): BRAIN DRAIN AND MOVEMENT OF HEALTHCARE PROFESSIONALS ACROSS NATIONAL BORDERS

A. Activity about developing a code of ethical practices for international recruiting of health care personnel (pages 237-240 of Harris text)
B. Issues in treatment of health workers from other countries

Required readings for this class:

WHO 2000, Chapter 4
Harris text, Chapter 11

Recommended reading for this class:

Harris text, Chapter 7


Class 4 – July 25, 2017 (online from 5:35 pm to 7:00 pm): CORRUPTION IN HEALTH SYSTEMS

A. Activity about developing a hospital plan to stop collection of informal fees from patients in a developing country (pages 258-60 of Harris text)
B. Other forms of corruption in health systems

Required reading for this class:

WHO 2000, Chapter 3
Harris text, Chapter 12
Recommended reading for this class:


Class 5 – August 8, 2017 (online from 5:35 pm to 7:00 pm):
REGULATION AS A TOOL FOR HEALTH SYSTEM REFORM

A. Activity about alternative ways to improve the quality of care provided by doctors in China (to be posted on Sakai)
B. Governance and stewardship in health systems

Required readings for this class:

WHO 2000, Chapter 6


Class 6 — Wrap up class in person in August of 2017 (the specific date and time will be announced later): FUNDAMENTAL VALUES OF HEALTH SYSTEMS AND HEALTH FINANCING

A. Values of health systems and health reforms in global perspective
B. Activity about establishing a system of health coverage in a developing country (pages 192-94 of Harris text)

Required readings for this class:

WHO 2000, Chapter 5
Harris text, Chapter 9
Recommended readings for this class:

Harris text, Chapter 8


**NOTE:** As stated above, each student is required to write and submit one individual reflection paper. The individual reflection paper is due at the beginning of our final in-person class to wrap up the course in August of 2017. (The specific date, time, and place of that final in-person class will be announced later.)

By the beginning of class on that date, be sure to submit your paper to the Sakai site for this course and bring two hard copies of your paper to class. The length of the paper is a minimum of three pages and a maximum of five pages (double spaced) using Times New Roman 12 font and one inch margins.

The assignment for this paper is to explain how you will use what you learned in this course for your leadership in global public health.