## CIEE Sydney, Australia

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<tr>
<th>Course title:</th>
<th>Contemporary Challenges in Global Health</th>
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<td>Course code:</td>
<td>(GI) PUBH 3006 CIEE / INRE 3008 CIEE</td>
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<tr>
<td>Programs offering course:</td>
<td>Semester Global Internship, Open</td>
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<td>Campus Block</td>
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<td>Open Campus Track:</td>
<td>Global and Community Health</td>
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<td>Language of instruction:</td>
<td>English</td>
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<tr>
<td>U.S. semester credits:</td>
<td>3</td>
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<td>Contact hours:</td>
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<td>Term:</td>
<td>Fall Block I 2020</td>
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### 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

None.

Methods of Instruction

The methodology used throughout this course will include online presentations and discussions, 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.

Assessment and Final Grade

1. Advocacy Statement 20%
2. Presentation 25%
3. Final discussion paper 25%
4. Video Discussion Contributions 10%
5. Participation 20%

TOTAL 100%

Course Requirements

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 submitted at the end of week 4.

Presentation

Students will be required to prepare an online video presentation to argue a specific case and defend it to the class. The presentation of about 7 minutes 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. 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.

Participation

Participation is defined as meaningful contribution in the digital classroom, using the resources and materials presented to students as part of the course. Meaningful contribution requires students to prepare in advance of each recorded session and regularly engage with the resources, discussions, reflective assignments, and all other online learning activities. Students are required to demonstrate engagement with course materials, for example, through insightful, constructive comments and by using subject-appropriate terminology in: online discussion boards, peer-to-peer feedback (after viewing the presentations of others), interaction with guest speakers, where available, and submissions related to other outside-of-class activities. Students should ensure that submitted commentary balances opinions, general impressions, and specific and thoughtful criticisms or contributions. Grades are based on the content, depth, and quality of the aforementioned types of meaningful contributions as measured per the Participation grading rubric in Canvas.

Students are also expected to use the Canvas inbox for communicating any clarifying questions they may want to ask about assessments or other course requirements.

Technology Requirements
Participation requires access to a computer with microphone (a headset and microphone are preferred over built-in sound devices) and webcam; a stable and strong internet connection; and a quiet and well-lit environment.

**Attendance**

**Expectations:** In an asynchronous online learning format, attendance takes the form of active student engagement:

- in instructional activities, course content, course tools
- with the course instructor, other students, and
- by timely completion of all assessments.

“Attendance” is more than just logging into the course on Canvas. Students must establish a record of participation in academically related activities in order to comply with this requirement.

Academically related activities include, but are not limited to:

- submitting an academic assignment;
- taking an exam or quiz;
- attending a study group that is assigned by the instructor;
- participating in an online discussion about academic matters, designed by the instructor; or
- initiating contact in Canvas with the instructor to ask a question about the academic subject studied in the course.

Academically related activities do NOT include activities where a student may be present, but not academically engaged, such as:

- logging into an online class without active participation
- contributing to or engaging in the CIEE Orientation or Community Course(s)

**First Week of Class:** Online courses officially commence on the first day of the term. Students must demonstrate engagement in class by no later than day 5 of the term, or risk being administratively dropped from the course with no opportunity to re-enroll. Students administratively dropped from the course for failure to engage will be considered withdrawn from the program and subject to CIEE financial withdrawal policies and fees.

**Duration of Course:** Continued, regular class engagement is required throughout the scheduled duration of the course, and disengagement will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for completing courses online, consistent failure to engage in the course on a weekly basis (defined as failing to engage for two or more weeks of online learning) will result in a formal written warning from the CIEE Center Director.

CIEE instructors / staff will monitor student engagement on a weekly basis.

The weekly schedule below outlines due dates for asynchronous learning activities for this course.
N.B. Please note the class schedule is subject to change if opportunities arise to enhance the curriculum.
Weekly Schedule
Week 1
Week 2

Class: Who Pays? – Economic Challenges 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 demographics such as fertility and mortality.


Class: Who Pays? – Economic Challenges 2.2

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. Students will develop an
understanding of economic and ethical challenges impacting access to mental health resources in the host country.


Class:  2.3Who Pays? – Economic Challenges

It’s all your own fault! – Individual risk factors and their 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: Who Provides? – Organizational Challenges Part I 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.

http://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.0050066 (11p).

Class: Who Provides? – Organizational Challenges Part I 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 systems in the host environment, the U.K. and in select Western Society states.


Class: Who Provides? – Organizational Challenges Part I 3.3

The demographic challenge: Safeguarding health care in an aging society

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 no leading cause of adult mortality. The class will particularly focus on the emergence of public-private partnerships in global health since the 1990s and will ask who these organizations are accountable to.


Week 4

Class: 4.1 Who Provides? – Organizational Challenges Part II

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.


Class:  4.2  Who Provides? – Organizational Challenges Part II

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.


Class:  4.3  Who Provides? – Organizational Challenges Part II

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.


Advocacy Statements due.

Week 5

Class:  5.1  Who Knows? – Knowledge Challenges

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.


Class:  5.2  Who Knows? – Knowledge Challenges

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.

Class:  5.3  Who Knows? – Knowledge Challenges
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 Due- Topic Guide will be provided in week 1.

Week 6

Class: 6.1 Who is Right? Culture, Ethics, Religion and Climate

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 Who is Right? Culture, Ethics, Religion and Climate The end justifies the means...
This class will introduce students to institutions, entities and measures established to regulate medical research.


Class: Who is Right? Culture, Ethics, Religion and Climate 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


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-

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