

School of Public Administration University of New Mexico

PADM 562: Health Governance in Global Perspective Spring 2017

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Course meetings: Thursdays, 4-6:30 PM (synchronous online)

Course Description

This is a seminar course in which participants draw upon interdisciplinary perspectives to engage in thoughtful consideration and discussion of significant global health problems, ways in which concerned actors attempt to address them, and their own roles in improving health conditions. The course focuses on global health disparities and analysis of health policy actors and the environments in which they operate. Course topics focus on major global health challenges, including reproductive health, maternal and child mortality, non-communicable and infectious diseases. Students develop an independent issue brief and presentation and participate in a group stakeholder analysis exercise that features written and oral presentation components.

Participants are expected to actively engage in all facets of the course. We will work from the premise that all participants bring important knowledge, skills, experiences and insights to the course that we can draw upon to create a productive collaborative learning experience.

This course covers the following Commission on Accreditation of Healthcare Management Education (CAHME) sanctioned curriculum content areas (see Appendix A at http://www.cahme.org/CAHME/Linked_Internal_PDFs/Self_Study_Documents.aspx):

- Population health and status assessment (B1), contributing to students' knowledge, skills and abilities regarding the socioeconomic determinants of population health and health disparities/inequities and mobilization of community action to address health problems, including cultural competence
- Health policy formulation and implementation (B2), contributing to students' knowledge, skills and abilities regarding the distribution of health services,

inequalities, inequities and social disparities in health services and the measurement, monitoring and significance of quality of care indicators.

- Governance – structure, roles, responsibilities, and alignment to leadership (B9), contributing to students’ knowledge, skills and abilities regarding the nature, roles and legal status of various health actors, including public, nonprofit, private for profit, community, patient and other stakeholders
- Written, verbal and interpersonal communication skills (B11), including demonstration of effective communication in writing, oral presentation and the ability to work well in teams.

Course Requirements, Grading and Readings

Class participation, attendance & cases

Participation & attendance

This course relies heavily on the participation of everyone involved. The instructor will present some material, but learning occurs primarily through active engagement with topics, including discussion of concepts, evaluation and analysis of materials, and application in cooperation with your colleagues. **Each class session will begin promptly at the scheduled time. You are expected to be ready to engage fully in the course at that time.**

In order to encourage full participation and reward those that make strong contributions to the quality of the learning environment in the course, class participation forms a substantial portion of the grade. A grade of “A” on class participation may be earned by attending all class sessions in their entirety, interacting constructively and politely with classmates, and consistently contributing to class discussions, online discussions and other activities in a way that demonstrates thoughtful consideration of the readings and assignments, particularly by offering interpretation and analysis.

Participation grades will be negatively affected by missing more than one class session, interacting negatively or impolitely with classmates, being disengaged during class, returning late from breaks, lacking participation in class or online discussions, coming to class late or without having read and considered course readings. Notify the instructor of medical or family emergencies in a timely fashion so that these will not adversely affect the participation and attendance grade. It is your responsibility to communicate with the instructor about these matters.

Please note that class participation involves active engagement with course material as described above, as well as respect and consideration for the views of other members of the class.

Cases

Teaching cases engage students in analyzing real-life (or potentially real-life) situations/problems/circumstances encountered by public, health and nonprofit administrators. In case analyses, students are asked to consider options for addressing a problem (and possibly suggest solutions) within the safe confines of the classroom (or a written assignment). Our objective is to uncover deeper management principles through practical application of our analytic skills.

Case readings are required. It is vital that you follow these steps:

1. Read cases carefully
2. Identify the central actors (individuals and agencies) and issues raised
 - a. Ask who, what, when, where, why and how about the case
3. Consider the significance of the cases. Ask yourself:
 - a. What is important about the case?
 - b. Why are we reading this case?
 - c. What does it mean for health managers and/or policymakers?

Do these before each class meeting for which a case is assigned so that you will be able to participate fully in the analysis we do during class and take something away from the experience. Speak up with your observations and insights to the case, as well as questions. Engagement in case analysis counts toward participation grades.

Assignments

Discussion posts

This assignment is designed to provide structure and discipline to your interactions with readings assigned during the course, as well as opportunities to learn from and interact with your colleagues. You will get more out of this course by taking notes while reading and by reflecting on the core message(s) of each reading afterward. You will also be better prepared to contribute to class discussions through the exercise of developing questions to clarify and probe into the meaning of the readings, and then sharing your interpretation and analysis of readings.

There are 9 discussion posts over the course of the semester. Students must complete at least 8 posts meeting criteria outlined here to satisfy course requirements (see weekly assignments later in the syllabus for dates and topics). Write two or three fully developed paragraphs considering issues, factors and/or questions raised by one or two of the readings assigned for a given week. You should reflect on major themes of the readings, note points that you do not understand, and consider what the reading means for health managers and/or policymakers. If you prefer to approach this assignment in a more structured way, respond to questions posed in a handout in the Home section of UNM Learn or the chapters of the textbook during the weeks it is assigned.

- **Note on Week 5:** *Birth of a Surgeon*, a Wide Angle documentary available through the PBS website, is assigned for viewing prior to the class meeting. At least one paragraph of your discussion post for this week should be in response to the film. See Week 5 for the link to the film.

Create an individual thread contributing to the relevant forum (corresponding to class meeting themes) in the Discussion Board section of UNM Learn by 9 AM on Wednesdays (the day before the relevant class meeting) so that classmates and/or the instructor may address them through online discussion or during class. Discussion posts will earn a grade of full credit (2 points) when all requirements are met, partial credit (1 point) for posts that meet some but not all of the requirements, including late posts made before the class meeting begins, or no credit for posts that meet criteria to an insufficient degree (0 points). Keep track of posts carefully as your participation in online discussions contributes to the final course evaluation. Please note that you are also encouraged to post constructive comments and questions in response to your classmates' discussion posts.

- **Tip:** Draft responses in a word processing program **and copy/paste into the discussion thread. Do not attach documents with your comments.**

Issue brief

You will develop a brief on one of the global health problems that will be discussed during the semester and present your brief at the beginning of the relevant class meeting. You will be assigned one of the following topics: non-communicable diseases, reproductive health, maternal survival, child survival, or infectious diseases. You need to select a specific sub-issue to examine in your issue brief (e.g. diabetes under non-communicable diseases). The brief should be written as a memo to the class. It should include the following:

1. Global context: Up to 4 double-spaced pages describing the characteristics of the specific issue (e.g. rotavirus as a significant contributor to child mortality) in global context, including such information as: the scope and nature of the problem globally, mortality burden globally and regionally and any significant changes over time (between 1990 and 2010, for example), populations affected (demographics), causes of the problem (e.g. means of transmission), and evidence-based intervention strategies.
2. High-burden country context: Up to 2 double-spaced pages describing the characteristics of the issue in a high-burden context (country or sub-national) and about 4 pages considering the primary challenges to addressing the problem in the selected context. *Select two challenges for in-depth analysis*, such as the political context, resource environment, health system, socio-cultural context or other relevant challenges to effective implementation of evidence-based intervention strategies.

Each member of the class should write and present on a different issue. We should read and hear about a variety of NCDs, maternal and child mortality problems, etc.

The schedule of presenters and topics will be posted in an announcement on UNM Learn. Submit your selected topic (the specific one) to the instructor as soon as possible and coordinate with your colleagues to avoid duplication.

Your memo of up to 10 pages should be written in narrative style (not bullet points) and based upon at least ten high quality sources. Include full references in APA style at the end of the memo (not included in page count). Cite sources in parentheses in the text of the memo per APA style. Sources might include: United Nations agencies, reputable international NGOs, demographic and health surveys, donors, peer-reviewed journal articles (see sources of readings for this class), and government plans, policies and strategies, among others. One or two sample issue briefs will be available under Handouts in the Home section of UNM Learn for your reference. These are briefs that effectively address content requirements and are indicative of the kind of writing quality that earns high marks. They do not necessarily represent the most effective presentation format for your brief.

Evaluation of the written assignment will be based on how thoroughly and effectively you address the points above and clarity of writing (criteria that go to demonstrating professional competence). **All written issue briefs are due by 9 AM on Thursday, March 2nd, to the relevant Assignments folder in UNM Learn.**

You will have up to 7 minutes to present your findings and analysis **at the beginning of the relevant class meeting**. Give a *quick overview* of the problem globally and spend the *bulk of the presentation* time on your analysis of the problem in the specific country you studied. Presentations will be followed by a 15-minute question and answer period to be directed to all presenters. **Submit slides as PowerPoint or PDF files to the relevant Assignments folder in UNM Learn by 9 AM on the assigned date.** Memos and slides will be posted for class access.

Presentations will be evaluated on the following criteria: coverage of content points noted in the previous paragraph; organization of presentation; knowledge of subject matter; style (verbal and nonverbal cues, eye contact); clarity and relevance of slide content (including grammar); appropriate use of graphics and references; and time management. See Dr. Smith's tips for giving presentations in the Handouts section of our UNM Learn Home page.

Stakeholder analysis: a group assignment

The purpose of this assignment is to identify opportunities and constraints with respect to stakeholder influence on health policy decisions made by executives or legislative bodies. This assignment offers an opportunity to examine a health policy issue from the perspective of various stakeholders, including politicians, health administrators, health service professionals, citizens/healthcare consumers and others that are likely to be directly and indirectly affected by a given policy proposal. Representatives of powerful stakeholder groups often conduct this type of exercise formally or informally. Your final analysis should be useful to such a group

(meaning it could be used to inform a group's strategy to influence the policy decision). There are written and presentation components to this assignment.

Step 1

Identify a specific and globally significant health policy problem, such as one covered in issue briefs for this class, and country for study. No more than half of the groups may select a high-income country (see World Bank classifications) and none may cover the same topic -- coordinate with other groups in the class. Select an evidence-based intervention, preferably one that is underutilized, that might be considered for national adoption. The purpose of this assignment is not to take a position on the health policy solution, but to analyze stakeholder interests, beliefs, resources and strategies with respect to the proposed policy solution.

Step 2

In selecting an issue and policy proposal, assess your ability to answer the following:

1. Who are the central and peripheral stakeholders? In other words, who is most likely to be affected by the policy proposal and its implementation?
2. What are the central stakeholders' interests and beliefs with respect to the policy proposal? How are these likely to affect their positions (support or oppose) on the policy proposal?
3. What are the strengths/assets and weaknesses/limitations of each stakeholder with respect to their ability to influence the policy decision?
4. Which groups are likely to form alliances? Which are likely to be adversarial? Why are they likely to be allies or opponents?
5. What strategies can stakeholders use to influence the policy decision?

Choose another issue or country for analysis if there is not enough readily (publicly) available information to answer these questions. *Consult the instructor* if you feel a need to obtain sources that are not publicly available. You are not expected to conduct interviews to inform your analysis.

Step 3

Conduct an analysis that responds to the set of questions presented under Step 2. Each group member should write about two stakeholder groups. Include the lead author's name in parentheses next to each section heading. Everyone in the group is responsible for contributing to the written analysis and for the overall content of the analysis and presentation.

Write up your analysis using the following guidelines:

1. Cover page with title and all group members listed
2. Introduction (2-3 pages)
 - a. Introduce the policy proposal (explain the problem and proposed solution, providing support from the research literature) and identify

- the pertinent decision making body (e.g. who will be asked to decide, voting or making an executive decision, on the proposal). Identify the central stakeholders you will focus on in the analysis.
- b. Write about 2 paragraphs describing what stakeholder analysis is (refer to assigned readings) and what you have done in your analysis, including a description of sources of information and limitations to your analysis. Basically, write a methodology section for your paper.
3. Stakeholder analysis (2 pages for each stakeholder)
 - a. Create a sub-heading for each stakeholder group and write about each separately. Write one paragraph responding to each of questions 2-5 as noted under Step 2, focusing on the proposed policy. Use sub-sub-headings for each topic (e.g. for question 2, "Interests and beliefs").
 4. Ethical considerations (1-2 pages)
 - a. Do you have any ethical concerns about the policy proposal or representation of stakeholder groups in the decision making process? Does anything need to be done to protect vulnerable groups? What risks might there be and how can they be mitigated? Draw upon your knowledge of professional ethical standards in this section.
 5. Conclusion (1 page)
 - a. Summarize main points concerning stakeholders in stronger and weaker positions to influence the policy decision and briefly point to ethical considerations that may require action.
 6. References (as many pages as needed)
 - a. Include full reference information following APA style. It is expected that you will draw upon assigned readings from the course to inform the methodology and analysis and upon scholarly research and other documents that help you to learn about the specific policy, stakeholders and debates.

Evaluation of the written assignment will be based on how thoroughly and effectively you address the points above and clear writing. Follow page guidelines (which do not include title page, references or tables). Use 1" margins, 12 point Times New Roman font and double-spacing. **The written assignment is due by 9 AM on Monday, May 8th to the relevant assignments folder in UNM Learn.**

Each group will present their analysis at the end of the term. Further instructions will be posted in an announcement later in the semester. See Presentation Pointers under Handouts in the Home section of UNM Learn. See also the evaluation criteria noted under the Issue Brief assignment.

Send 1-2 paragraphs or a series of bullet points concerning the contributions of each group member (yourself included) to the instructor via UNM Learn Messages by 9 AM on Monday, May 8th. Address contributions of each group member in terms of research, conducting the analysis, writing the paper, and producing the presentation. This feedback will be considered in evaluation of the assignment and participation grades for the course.

Grading

Class attendance & participation	20%
Discussion posts	20%
Issue brief & presentation	30%
• Written issue brief	20%
• Presentation	10%
Group stakeholder analysis & presentation	30%
• Paper	20%
• Presentation	10%
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Total	100%

Assignments will be penalized one third of a grade for each day they are late. For example, one day late reduces from A to A-; two days late from A to B+; and so on. Penalties will not be applied in cases of medical and family emergencies, but cases of poor planning will not be excused.

Academic Integrity

The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the *Pathfinder*.

Accommodation Statement

Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs office.

Title IX

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg. 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender

discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Readings

The required textbook is *Making Health Policy* (2012, second edition) by Kent Buse, Nicholas Mays and Gill Walt. It is available electronically through University Libraries (free) and is also available from online retailers.

Other required readings, including articles and chapters, are posted under Required Readings in the Home section of our UNM Learn site for you to access at your convenience. Readings are listed alphabetically by author last name. Cases are listed by title in a separate folder in the Home section. Do not leave this to the last minute, as technical glitches are not an excuse for being unprepared to discuss readings and participate in case activities during class.

Other optional but highly recommended texts to support your writing are:

- For direction on APA style, *Publication Manual of the American Psychological Association, 6th Edition*.
- For direction on word usage and essential grammar, *The Elements of Style* by Strunk and White. Get the original (such as the 4th edition), not the recent Kindle edition.

Reading tip:

Make a habit of noting key points and questions about assigned readings and bringing them with you to class for discussion. This will not be formally graded, but it is likely to affect the quality of your participation during class, your performance on assignments and what you take away from the course.

Schedule of Class Meetings, Topics, Readings & Assignments

Week 1 Jan. 19	Course introduction <ul style="list-style-type: none"> • Course overview & introductory activity
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<p>Week 2</p> <p>Jan. 26</p>	<p>Population health & health equity</p> <p>Readings</p> <ul style="list-style-type: none"> • Paul Farmer (1999) "Introduction" in <i>Infections and inequalities: the modern plagues</i>, pp. 1-17. • Jennifer Prah Ruger (2004) "Health and social justice" in <i>The Lancet</i>, 364, 1075-80. • Michael Marmot (2007) "Achieving health equity: from root causes to fair outcomes" in <i>The Lancet</i>, 370, 1153-63 • GBD 2015 Mortality and Causes of Death Collaborators (2016) "Global, regional, and national life expectancy, all-cause mortality and cause-specific mortality for 249 causes of death, 1980-2015: a systematic analysis for the Global Burden of Disease Study 2015" in <i>The Lancet</i>, 388, 1459-544. Available at: http://thelancet.com/pdfs/journals/lancet/PIIS0140-6736(16)31012-1.pdf. Look it up if the link doesn't work. <p style="padding-left: 40px;">1. Special instructions: read introduction, skim methods (pp. 1462-77), read results and conclusion</p> <p>Assignment due</p> <ul style="list-style-type: none"> • Discussion posts to be submitted to the UNM Learn Discussion Board by 9 AM the day before the class meeting (Wednesday)
<p>Week 3</p> <p>Feb. 2</p>	<p>Non-communicable disease priorities & challenges</p> <p>Readings</p> <ul style="list-style-type: none"> • UN News Centre (2011) "UN launches global campaign to curb death toll from non-communicable diseases." See 1-page story located at http://www.un.org/apps/news/story.asp?NewsID=39600&Cr=non+communicable+diseases#.UtBiEybkimE. • Beaglehole et al. (2011) "Priority actions for the non-communicable disease crisis" in <i>The Lancet</i>, 377, 1438-47. • Beaglehole et al. (2012) "Measuring progress on NCDs: one goal and five targets" in <i>The Lancet</i>, 380, 183-5. • Tomlinson & Lund (2012) "Why does mental health not get the attention it deserves? An application of the Shiffman & Smith framework" in <i>PLOS Medicine</i> 9(2): e1001178. Doi:10.1371/journal.pmed.1001178. • Bird et al. (2011) "Increasing the priority of mental health in Africa: findings from qualitative research in Ghana, South Africa, Uganda and Zambia" in <i>Health Policy and Planning</i> 26, 357-65. <p>Assignments due</p> <ul style="list-style-type: none"> • Discussion posts to be submitted to the UNM Learn Discussion Board by 9 AM the day before the class meeting (Wednesday) • NCD presentations (on topic other than mental health) due. Submit slides to the applicable Assignments folders in UNM Learn by 9 AM the day of the class meeting.

<p>Week 4</p> <p>Feb. 9</p>	<p>Reproductive health priorities & challenges</p> <p>Readings</p> <ul style="list-style-type: none"> • Ezeh, Bongaarts & Mberu (2012) “Global population trends and policy options” in <i>The Lancet</i> 380(9837), 142-148. • Cleland, et al. (2012) “Contraception and health” in <i>The Lancet</i>, 380, 149-56. • Horton & Peterson (2012) “The rebirth of family planning” in <i>The Lancet</i> • Carr et al. (2012) “Giving women the power to plan their families” in <i>The Lancet</i>, 380(9837). • Shiffman & Quissell (2012) “Family planning: a political issue” in <i>The Lancet</i>, 379(9837), 181-185. • Cecilia Van Hollen (1998) “Moving targets: routine IUD insertion in maternity wards in Tamil Nadu, India” in <i>Reproductive Health Matters</i> 6(11): 98-106. <p>Assignments due</p> <ul style="list-style-type: none"> • Discussion posts to be submitted to the UNM Learn Discussion Board by 9 AM the day before the class meeting (Wednesday) • Reproductive health presentations due. Submit slides to the applicable Assignments folders in UNM Learn <i>by 9 AM the day of the class meeting.</i>
<p>Week 5</p> <p>Feb. 16</p>	<p>Maternal health priorities & challenges</p> <p>Readings</p> <ul style="list-style-type: none"> • The Global Strategy for Women’s, Children’s and Adolescents’ Health (2016-2030). Located at http://globalstrategy.everywomaneverychild.org/ • Smith & Rodriguez (2016) “Agenda setting for maternal survival: The power of global health networks and norms” in <i>Health Policy and Planning</i> • Shiffman (2007). “Generating political priority for maternal mortality reduction in 5 developing countries” in <i>American Journal of Public Health</i> • Case: Exercise on designing a family planning program <p>View independently prior to class meeting (required)</p> <ul style="list-style-type: none"> • Birth of a Surgeon, a Wide Angle documentary available from PBS.org • View all 7 segments (a little under 1 hour) at: http://www.pbs.org/wnet/wideangle/episodes/birth-of-a-surgeon/video-full-episode/?p=1795 <p>Assignments due</p> <ul style="list-style-type: none"> ○ Discussion posts to be submitted to the UNM Learn Discussion Board by 9 AM the day before the class meeting (Wednesday). <i>At least one paragraph of your discussion post for this week should be in response to the film.</i> ○ Maternal health presentations due. Submit slides to the applicable Assignments folders in UNM Learn <i>by 9 AM the day of the class meeting.</i>

<p>Week 6</p> <p>Feb. 23</p>	<p>Child survival priorities & challenges</p> <p>Readings</p> <ul style="list-style-type: none"> • Shiffman (2016) “Network advocacy and the emergence of global attention to newborn survival” in <i>Health Policy and Planning</i>, 31, i60-i73. • Moran et al. (2012) “Benchmarks to measure readiness to integrate and scale up newborn survival interventions” in <i>Health Policy and Planning</i>, 27, i29-i39. • Smith, Shiffman & Kazembe (2014) “Generating political priority for newborn survival in three low-income countries” in <i>Global Public Health</i>, 9(5), 538-54. <p>Assignments due</p> <ul style="list-style-type: none"> ○ Discussion posts to be submitted to the UNM Learn Discussion Board by 9 AM the day before the class meeting (Wednesday) ○ Child survival presentations (on a topic other than newborn survival) due. Submit slides to the applicable Assignments folders in UNM Learn <i>by 9 AM the day of the class meeting.</i>
<p>Week 7</p> <p>March 2</p>	<p>Infectious disease priorities & challenges</p> <p>Readings</p> <ul style="list-style-type: none"> • UNAIDS <i>Global AIDS Update 2016</i>. Access report at: http://www.unaids.org/sites/default/files/media_asset/global-AIDS-update-2016_en.pdf • Gómez & Harris (2016) “Political repression, civil society and the politics of responding to AIDS in the BRICS nations” in <i>Health Policy and Planning</i>, 31, 56-66. • Tawfik & Watkins (2007) “Sex in Geneva, sex in Lilongwe, and sex in Balaka” in <i>Social Science & Medicine</i>, 64, 1090-1101. • Case: “Managing a health project: HIV/AIDS in Thailand” <p>Assignments due</p> <ul style="list-style-type: none"> ○ Discussion posts to be submitted to the UNM Learn Discussion Board by 9 AM the day before the class meeting (Wednesday) ○ Infectious disease presentations (on a topic other than HIV/AIDS) due. Submit slides to the applicable Assignments folders in UNM Learn <i>by 9 AM the day of the class meeting.</i> ○ All written issue briefs due. Submit to the applicable Assignments folders in UNM Learn <i>by 9 AM on Thursday, March 2nd.</i>

<p>Week 8</p> <p>March 9</p>	<p>Global health policy & implementation stakeholders</p> <p>Readings</p> <ul style="list-style-type: none"> • Buse, Mays & Walt (2012) <i>Making Health Policy</i>, Chapters 1-5 (e-book available through UNM Libraries) • Brugha & Varvasovszky (2000) “Stakeholder analysis: A review” in <i>Health Policy and Planning</i> • Varvasovszky & Brugha (2000) “How to do (or not to do)...A stakeholder analysis” in <i>Health Policy and Planning</i> <p>Assignments due</p> <ul style="list-style-type: none"> • Discussion posts to be submitted to the UNM Learn Discussion Board by 9 AM the day before the class meeting (Wednesday)
<p>Week 9</p> <p>March 16</p>	<p>Spring break</p> <p>No class meeting</p>
<p>Week 10</p> <p>March 23</p>	<p>Health policy & politics</p> <p>Readings</p> <ul style="list-style-type: none"> • Buse, Mays & Walt (2012) <i>Making Health Policy</i>, Chapters 6-10 (e-book available through UNM Libraries) • <i>Lancet</i> editorial (2009) “Who runs global health” <i>The Lancet</i> 373: 2083 • Gneiting & Schmitz (2016) “Comparing global alcohol and tobacco control efforts: network formation and evolution in international health governance” <i>Health Policy and Planning</i>, 31(Suppl 1): i98-i109. <p>Assignment due</p> <ul style="list-style-type: none"> • Discussion posts to be submitted to the UNM Learn Discussion Board by 9 AM the day before the class meeting (Wednesday)
<p>Week 11</p> <p>March 30</p>	<p>Stakeholder analysis group meetings</p> <ul style="list-style-type: none"> ○ Schedule group meetings with Dr. Smith to discuss stakeholder analysis plans and progress this week or next. See announcement in UNM Learn for scheduling instructions (TBA). ○ Work with group members on stakeholder analysis
<p>Week 12</p> <p>April 6</p>	<p>Stakeholder analysis group meetings</p> <ul style="list-style-type: none"> • See last week

<p>Week 13</p> <p>April 13</p>	<p>Issue brief presentations</p> <p>Assignment due</p> <ul style="list-style-type: none"> For those who have not yet delivered a presentation on the issue brief paper, submit slides to the applicable Assignments folders in UNM Learn <i>by 9 AM the day of the class meeting.</i>
<p>Week 14</p> <p>April 20</p>	<p>Guest speaker Kira Villa, Assistant Professor, Economics Department at UNM</p> <p>Details and reading assignment to be announced</p> <p>Assignment due</p> <ul style="list-style-type: none"> Discussion post <i>based on Dr. Villa's talk and the assigned reading</i> due by 9 AM on Wednesday, April 27th
<p>Week 15</p> <p>April 27</p>	<p>Stakeholder analysis presentations</p> <ul style="list-style-type: none"> Group presentations <p>Assignments due</p> <ul style="list-style-type: none"> Submit presentation slides <i>by 9 AM on the day of the presentation</i>
<p>Week 16</p> <p>May 4</p>	<p>Stakeholder analysis presentations & wrap up</p> <ul style="list-style-type: none"> Group presentations <p>Assignments due</p> <ul style="list-style-type: none"> Submit presentation slides <i>by 9 AM on the day of the presentation</i>
<p>Final exam week</p> <p>May 11</p>	<p>Assignments due</p> <ul style="list-style-type: none"> Stakeholder analysis papers <i>due by 9 AM on Monday, May 8thth</i>, to the designated Assignments folder in UNM Learn Assessment of group contributions <i>due by 9 AM on Monday, May 8thth</i>, in a Message (internal to Learn) to Dr. Smith <p>*****There is no final exam for this course, but you are expected to hold the finals meeting time for our class open in case we need to convene.*****</p>

The schedule of activities is subject to change. Minor changes will be announced in class, major ones provided in writing.