

School of Public Administration

University of New Mexico

PADM 562: Health Governance in Global Perspective

Spring Semester 2015

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Course meetings: Thursdays, 4-6:30 PM

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 CAHME sanctioned curriculum content areas:

- “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. For this reason, your attendance and active participation is expected at all class sessions. Each class session will begin promptly at the appointed 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 overall grade. A grade of “A” on class participation may be earned by attending all class sessions in their entirety and consistently contributing to class discussions and activities in a way that demonstrates thoughtful consideration of the readings. Participation grades will be negatively affected by missing more than one class session, being disengaged during class, returning late from breaks, coming to class late or without having prepared course readings (read and considered). Please notify the instructor of medical or family emergencies in a timely fashion so that these do 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

We will use the case method to further enhance learning in this course. Cases describe situations that public and health managers and policymakers face in the real world. The case approach provides us with opportunities to discuss practical health governance issues and challenges as they relate to session topics.

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?
 - c. What does it mean for health management and policy?

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. Engagement in case analysis counts toward participation grades.

Assignments

Reading reflection 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 readings by taking notes and reflecting on the core message(s) of each reading afterward. You will also be better prepared to contribute to class discussions through clarifying and probing questions and sharing your interpretation of readings.

Prepare 1-2 paragraphs considering issues, factors and/or questions raised in up to two of the assigned readings for **seven of the eight weeks a reflection is assigned** (see weekly assignments later in the syllabus for dates and topics). You should give careful attention to all of the readings, but this assignment only requires you to address 1-2 readings. Reflect on major themes of the readings, note points that you do not understand, and think about what the reading means for health administrators, public managers, and/or policymakers. **Post your reflection to the corresponding UNM Learn discussion string by 9 AM the day before the class meeting** for which it was assigned (Wednesdays). You will earn credit, no credit or partial credit (for postings prior to the relevant class meeting only).

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, and infectious diseases. You need to select a specific aspect to examine in your issue brief. The brief should be written as a memo to the class. It should include the following:

1. Up to 3 double-spaced pages describing the characteristics of the specific issue (e.g. rotavirus as a significant contributor to child mortality), 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. Up to five double-spaced pages describing the characteristics of the issue (up to two of the five pages) in a high-burden context (country or sub-national) and considering the primary challenges to addressing the problem in the selected context (at least three of the five pages). Consider 2-3 of the following: 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 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 8 pages should be written in narrative style (not bullet points) and based upon at least ten high quality sources. Full references should be included in APA style at the end of the memo (not included in page count). Cite sources in parentheses in the text of the memo as applicable 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. **Memos are due by 9 AM the day of the class meeting to the appropriate Assignments folder in UNM Learn.**

You and your fellow presenters will each have up to 8 minutes to present findings as an introduction 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 context you studied. Presentations will be followed by a 15-minute question and answer period to be directed to all presenters. **Submit slide presentations to the relevant Assignments folder in UNM Learn (separate from the memo folder).** Memos and slides will be posted for the class to access.

Slide and presentation tips: Font should be large enough to read from a distance. Use no more than 35 words per slide. Don't use animation. Cite references in parentheses on the relevant slide (e.g. Smith 2013) and include full references on a final slide at the end of the presentation. Read as little as possible – focus on engaging the audience (making eye contact, using gestures to emphasize points, encouraging participation). If at a distance site, look at the camera. Show the audience your expertise on the topic. Rehearse beforehand to get timing and transitions down.

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. 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. There are written and presentation components to this assignment.

Step 1

Identify a specific health policy problem, such as one covered in issue briefs for this class, and context for study (no more than half of the groups may select a North American, European or Australian country 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 implementation. 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.

Step 2

Assess your ability to answer the following:

1. Who are the central and peripheral stakeholders?
2. What are the stakeholders' interests and beliefs?
3. What are the strengths/assets and weaknesses/limitations of each stakeholder?
4. Which groups are likely to form alliances / be adversarial?
5. What strategies and venues can stakeholders use to achieve their objectives?

Choose another issue 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 identifies several central stakeholder groups, considers each of their interests, beliefs, resources and existing/potential coalition partners, and identifies the strategies and venues each might use to achieve their policy objectives. In other words, conduct an analysis that responds to the set of questions presented under Step 2. Each group member should write about two stakeholder groups; everyone in the group is responsible for the overall content of the memo and presentation.

Write up your analysis using the following guidelines:

1. Cover page with title and all group members listed
2. Introduction (guideline: 2-3 pages)
 - a. Introduce the policy proposal. Summarize the who, what, when, where & why of the proposal. Resist the urge to evaluate the proposal from your own perspective.
 - b. Write about 2 paragraphs describing what stakeholder analysis is 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 (guideline: 1 ½ pages for each stakeholder)
 - a. Create a sub-heading for each stakeholder group and write about each separately. Include the primary author's name (e.g. Lobo Louie) in parentheses. Write several paragraphs presenting your stakeholder analysis. Your analysis should address all five of the questions noted under Step 2.
4. Opportunities and constraints (guideline: 2 pages)
 - a. Identify opportunities and constraints for each of the stakeholder groups with respect to the policy proposal. What role do political and legal institutions, including intergovernmental relationships, play in opening or constraining stakeholder opportunities to influence the policy decision? Is there unrecognized potential for coalition building?
5. Ethical considerations (guideline: 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.
6. Conclusion (guideline: 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.
7. References (guideline: pages 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 documents that help you to learn about the specific policy, stakeholders and debates.

Evaluation of the written assignment will be based on how well 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, April 27th to the relevant assignments folder on UNM Learn.**

Each group will present their analysis at the end of the term in a presentation of up to 30 minutes. Further instructions will be posted in an announcement on UNM Learn later in the semester. See slide and presentation tips under the issue brief assignment instructions above.

Each group member should also 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 (internal) by 9 AM on Monday, May 4th. 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	25%
Credit/no credit assignments	15%
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.

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 (see Announcements in UNM Learn) and is also available from online retailers.

Other required readings, including articles, chapters and cases, will be posted through UNM library e-Reserves as PDF files for you to access at your convenience with the *password: gohealth*. You will find all readings on the e-Reserves website listed alphabetically by author last name or case title in the folder for cases. Please 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.

Access course e-Reserves webpage here:

<http://ereserves.unm.edu/eres/default.aspx>

Other optional and 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.

Please note that you may want have access to reading materials during the course meeting for which they are assigned.

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

<p>Week 1 Jan. 15</p>	<p>Course introduction</p> <ul style="list-style-type: none"> Review syllabus, course overview & issue brief assignment
<p>Week 2 Jan. 22</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 Lozano et al. (2012). "Global and regional mortality from 235 causes of death for 20 age groups in 1990 and 2010: a systematic analysis for the Global Burden of Disease Study 2010" in <i>The Lancet</i> 380: 2095-2128. <p>Assignment due</p> <ul style="list-style-type: none"> Discussion post due <i>by 9 am on Wednesday, January 21st</i>
<p>Week 3 Jan. 29</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#.UtBiEvbkimE. 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 post due <i>by 9 am Wednesday, January 28th</i> NCD issue briefs. Submit slides and paper to the applicable Assignments folders in UNM Learn <i>by 9 AM the day of the class meeting</i>.

<p>Week 4</p> <p>Feb. 5</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: 142-48. • 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> • Shiffman & Quissell (2012) “Family planning: a political issue” in <i>The Lancet</i> • 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 post due <i>by 9 am on Wednesday, February 4th</i> • Reproductive health issue briefs. Submit slides and paper 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. 12</p>	<p>Maternal survival priorities & challenges</p> <p>Readings</p> <ul style="list-style-type: none"> • Global Strategy for Women’s & Children’s Health (2010). Located at http://www.who.int/pmnch/topics/maternal/20100914_gswch_en.pdf • Bhutta et al. (2010) “Countdown to 2015 decade report (2000-10): taking stock of maternal, newborn, and child survival” in <i>The Lancet</i> 375: 2032-44. • Smith & Rodriguez (forthcoming) “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 • Link: http://video.pbs.org/video/1185253188/ <p>Assignments due</p> <ul style="list-style-type: none"> ○ Discussion post due <i>by 9 am Wednesday, February 11th</i> ○ Maternal health issue briefs. Submit slides and paper to the applicable Assignments folders in UNM Learn <i>by 9 AM the day of the class meeting.</i>

Week 6 Feb. 19	Dr. Smith will be presenting at the International Studies Association Annual Meeting. This class will not meet on 2/19.
Week 7 Feb. 26	Child survival priorities & challenges Readings <ul style="list-style-type: none"> • Moran et al. (2012) “Benchmarks to measure readiness to integrate and scale up newborn survival interventions” in <i>Health Policy and Planning</i> 27:iii29-iii39. • Smith, Shiffman & Kazembe (2014) “Generating political priority for newborn survival in three low-income countries” in <i>Global Public Health</i> • Berlan (2015 working paper) “Pneumonia’s second wind? A case study of the global health network for childhood pneumonia” Assignments due <ul style="list-style-type: none"> ○ Discussion post due <i>by 9 am on Wednesday, February 25th</i> ○ Child survival issue briefs. Submit slides and paper to the applicable Assignments folders in UNM Learn <i>by 9 AM the day of the class meeting.</i>
Week 8 March 5	Infectious disease priorities & challenges Readings <ul style="list-style-type: none"> • UNAIDS 2013 <i>Report on the global AIDS epidemic</i>. Read the foreword and introduction thoroughly and become familiar with the remaining contents. Access full report at: http://www.unaids.org/en/resources/campaigns/globalreport2013/globalreport/ • Tawfik & Watkins (2007) “Sex in Geneva, sex in Lilongwe, and sex in Balaka” in <i>Social Science & Medicine</i> 64: 1090-1101. • Parkhurst & Lush (2004) “The political environment of HIV: lessons from a comparison of Uganda and South Africa” in <i>Social Science & Medicine</i> 59: 1913-24. • Zunyou Wu et al. (2007) “Evolution of China’s response to HIV/AIDS” in <i>The Lancet</i> 369: 679-90 • Case: “Managing a health project: HIV/AIDS in Thailand” Assignments due <ul style="list-style-type: none"> ○ Discussion post due <i>by 9 am on Wednesday, March 4th</i> ○ Infectious disease issue briefs (other than HIV/AIDS). Submit slides and paper to the applicable Assignments folders in UNM Learn <i>by 9 AM the day of the class meeting.</i>

Week 9 March 12	Spring break <ul style="list-style-type: none"> No class meeting. See heavy reading assignment for next class meeting.
Week 10 March 19	Global health policy & implementation stakeholders <p>Readings</p> <ul style="list-style-type: none"> Buse, Mays & Walt (2012) <i>Making Health Policy</i> (read all) 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 post due <i>by 9 am on Wednesday, March 18th</i> Remaining issue briefs. Submit slides and paper to the applicable Assignments folders in UNM Learn <i>by 9 AM the day of the class meeting.</i>
Week 11 March 26	Health policy & politics <p>Readings</p> <ul style="list-style-type: none"> Lancet editorial (2009) "Who runs global health" <i>The Lancet</i> 373: 2083 Buse et al. (2006). "Management of the politics of evidence-based sexual and reproductive health policy" in <i>Lancet</i> 368: 2101-03. Reich (1995) "The politics of health sector reform in developing countries: three cases of pharmaceutical policy" in <i>Health Policy</i> WHO Maximizing Positive Synergies Collaborative Group (2009) "An assessment of interactions between global health initiatives and country health systems" in <i>The Lancet</i> 373: 2137-69 <p>Assignment due</p> <ul style="list-style-type: none"> Discussion post due <i>by 9 am on Wednesday, March 25th</i>
Week 12 April 2	To be announced <ul style="list-style-type: none"> Check UNM Learn for an announcement concerning plans for this class meeting date

Week 13 April 9	Stakeholder analysis <ul style="list-style-type: none"> ○ Schedule group meetings with Dr. Smith to discuss stakeholder analysis plans and progress this week or next ○ Work with group members on stakeholder analysis
Week 14 April 16	Stakeholder analysis <ul style="list-style-type: none"> ○ Schedule group meetings with Dr. Smith to discuss stakeholder analysis plans (continued) ○ Work with group members on stakeholder analysis
Week 15 April 23	Stakeholder analysis presentations <ul style="list-style-type: none"> • Group presentations Assignments due <ul style="list-style-type: none"> • Submit presentation slides <i>by 9 AM on the day of the presentation</i> • Stakeholder analysis papers <i>due by 9 AM on Monday, April 27th</i> to the relevant assignments folder on UNM Learn
Week 16 April 30	Stakeholder analysis presentations & wrap up <ul style="list-style-type: none"> • Group presentations Assignments due <ul style="list-style-type: none"> • Submit presentation slides <i>by 9 AM on the day of the presentation</i>
Final exam week May 4-9	There is no final exam for this course. Have a nice summer! **Please hold our regular class meeting time open this week in case we need to convene for a makeup class.

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