



UNM

SCHOOL of PUBLIC  
ADMINISTRATION

**PADM 562: Health Governance in Global Perspective  
Spring 2019**

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**Office:** Social Sciences Building 3008

**Office hours:** Wednesdays, 1:00-3:00 PM; other appointment times available by request

**Class:** Fridays, 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 addresses 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](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.

### Student Learning Outcomes

At the conclusion of this course students will be able to:

- Demonstrate knowledge of the socioeconomic and policy-related determinants of population health and health disparities/inequities
- Analyze global health governance and related policy and implementation problems in a variety of contexts, contributing to development of knowledge and abilities regarding the roles and resources of various health actors, including public, nonprofit, private for profit, community, patient and other stakeholders

### 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%

Final grade scale: A+ (97-100), A (93-96.99), A- (90-92.99), B+ (87-89.99), B (83-86.99), B- (80-82.99), C+ (77-79.99), C (73-76.99), C- (70-72.99), D+ (67-69.99), D (63-66.99), D- (60-62.99), F (0-59.99)

*Assignments will be penalized a 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.

### Readings

#### Required textbook

*Making Health Policy* (2012, second edition) by Kent Buse, Nicholas Mays and Gill Walt

- See UNM Libraries for the e-book (free access for students). Hard copies are available from online retailers to suit individual preferences.

Other supporting course materials, including readings, cases and other handouts, will be posted on the UNM Learn site for the course or accessible through UNM Libraries.

Optional but highly recommended texts to support your writing are:

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

### **Attendance Policy**

Regular and punctual attendance is required. UNM Pathfinder policies apply, which in part means instructor drops based on non-attendance are possible. This policy applies regardless of the grading option you have chosen.

This course relies heavily upon the participation of everyone involved. The instructor will present some material, but learning occurs primarily through active engagement with topics, including discussion of concepts and analysis of materials in cooperation with peers. For this reason, your attendance and active participation is expected at all class sessions. **Each class meeting will begin promptly at the scheduled 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. Please 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.

### **Accommodation Statement**

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

If you need an accommodation based on how course requirements interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on the Disability Services Office for

assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them I encourage you to do so.

### **Title IX**

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the LoboRESPECT Advocacy Center and the support services listed on its website (<http://loborespect.unm.edu/>). Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see: <https://policy.unm.edu/university-policies/2000/2740.html>.

### **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.

### **Cell Phones and Technology**

As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

### **Library and Tutorial Services**

UNM-Main campus provides many library services and some tutorial services for distance students. For library services, go to <http://www.unm.edu/libraries/> to link to a specific library or to contact a librarian. For undergraduate tutorial services, go to <http://caps.unm.edu/online> to explore UNM's online services. Graduate students should consult the Graduate Resource Center for support services: <https://unmgrc.unm.edu/index.php>.

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## Assignments

- Major written assignments must be submitted through SafeAssign in UNM Learn. Safe Assign is an anti-plagiarism tool. See Announcements in UNM Learn for instructions.
  - All documents should be named with your first name and last initial, an abbreviated assignment title and course number. For example, StephanieS\_issue brief NCDs\_562.
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## Discussion Posts

- Due by 1 PM on Thursdays (the day before the relevant class meeting)
- Complete 8 of 9 assigned posts (see weekly Schedule of Activities) to satisfy course requirements.

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 if you formally reflect on the core message(s) of each reading than you will if you do not.

1. See specific topics and readings under the Schedule of Activities.
2. Write two to three fully developed paragraphs (paragraphs typically include a topic sentence and 3-5 supporting sentences) 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.
  - a. **Note on Week 6:** *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 6 for the link to the film.
3. Create a thread responding to the relevant forum (corresponding to class meeting themes) in the Discussion Board section of UNM Learn by the due date and time. Draft responses in a word processing program and copy/paste into the discussion. Do not attach documents with your comments.
4. Identify your topic in the subject line and clearly identify the assigned readings you are responding to in the post. If quoting or referencing a specific section, include page numbers.

Discussion posts will earn full credit (for posts that meet all requirements; 2 points), partial credit (for posts that meet some but not all of the requirements, including late posts made before the class meeting begins), or no credit (0 points for posts not submitted prior to the corresponding class meeting). Keep track of these carefully as your participation in the Discussion Board 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.

The instructor will use discussion posts to assess knowledge and to identify points for clarification during class meetings. The instructor will not typically offer individual feedback on posts except in the event that a post does not meet requirements for full credit.

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### ***Issue Brief***

- The presentation portion of this assignment is due on the day of the pertinent class meeting. See the weekly Schedule of Activities for dates and topics. The presentation schedule will be posted in a UNM Learn Announcement early in the semester. Slides should be submitted by noon on the presentation date to the relevant Assignments Folder.
- The written portion of this assignment is due by 9 AM on Monday, March 18<sup>th</sup>, to the Assignments Section of UNM Learn.

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. Select a specific sub-issue to examine in your issue brief (e.g. diabetes under non-communicable diseases). 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. Coordinate with your colleagues and the instructor to avoid duplication of topics.*

**The written issue brief** should be written in narrative style (not bullet points) and include the following:

1. **Global context** (guideline up to 4 double-spaced pages): describe the characteristics of the specific issue (e.g. rotavirus as a significant contributor to child mortality) in the 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 2015, for example), populations affected (demographics), causes of the problem (e.g. means of transmission), and evidence-based intervention strategies.
2. **High-burden country context** (guideline: up to 6 double-spaced pages): use about two pages to describe the characteristics of the issue in a high-burden context (country or sub-national) and about four pages to discuss and analyze 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 in the country.
3. Successful issue briefs will include support from at least 10 high quality sources, such as: United Nations agencies (e.g. data and reports from UNDP, UNICEF, UNFPA, etc.); reputable international NGOs (e.g. Save the Children); demographic and health surveys; donors (e.g. USAID, DFID); peer-reviewed journal articles (see sources of readings for this class, such as *Health Policy and Planning, Social Science &*

- Medicine and Global Public Health*); and government plans, policies and strategies, among other high quality sources. Ask the instructor if you have questions.
4. Include full references in APA style at the end of the brief (not included in page count). Cite sources in parentheses in the text of the brief per APA style.

Evaluation of the written assignment will be based on how thoroughly and effectively the points above are addressed and clarity of writing.

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*. In other words, these are older papers and you should follow the current instructions for the assignment.

**The presentation:** You will present your findings and analysis at the beginning of the topically 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 question and answer period to be directed to all presenters. Submit slides as PowerPoint or PDF files as detailed above and in UNM Learn Announcements.

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.

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### ***Stakeholder Analysis: A Group Assignment***

- **Written Analysis:** due by 9 AM on Monday, May 6<sup>th</sup> to the relevant Assignments folder in UNM Learn
- **Presentation:** dates to be determined and posted in UNM Learn Announcements
- **Group evaluation:** Submit 1-2 paragraphs or a series of bullet points concerning the contributions of each group member (yourself included) to the instructor in the relevant Assignments folder in UNM Learn within 24 hours of completing the full assignment, including written and presentation components.

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 strong stakeholder groups often conduct this type of exercise formally or informally. Your final analysis should be useful to such a group (i.e. it could be used to inform a group's strategy to influence the policy decision). There are written and presentation components to this assignment. 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.

## Step 1

The set up:

1. Identify a specific and globally significant health policy problem, such as one identified in the Global Burden of Disease Study, 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 and the instructor.
2. Select an evidence-based intervention, preferably one that is underutilized, that might be considered for national adoption. *The purpose of this assignment is not for you to take a position (i.e. to form an opinion) on the health policy solution, but to analyze stakeholder interests, beliefs, resources and strategies with respect to the proposed policy solution.*
3. Identify a decision making body, such as a legislative body or executive (e.g. health minister), to which your evidence-based intervention will hypothetically be proposed.
4. Use the “Key Questions” just below to assist you in setting up the assignment.
5. Present the “set up” (points 1-3) to Dr. Smith for instructor approval.

## Key Questions (for use in Steps 1 and 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 likely to be most and least affected by the policy proposal and its implementation?
2. What are the *central* stakeholders’ interests and ideas with respect to the policy proposal? How are these likely to affect their support or opposition to 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? Use your knowledge from readings and discussions earlier in the semester to consider the institutions, interests, ideas and resources of the stakeholders in assessing stakeholder strengths and weaknesses. Also consider the policy environment.
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 2

Conduct an analysis that responds to the “Key Questions” above. 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 analysis and for the overall content and quality of the analysis and presentation. In other words, you are individually and collectively responsible for this assignment.

Write up your analysis using the following guidelines:

1. Cover page with title and all group members listed
2. Introduction (2-3 pages, include lead author name)
  - a. Introduce the policy proposal (explain the problem and proposed solution, providing support from the research literature).
  - b. Identify the pertinent decision making body (e.g. who will be asked to decide, voting or making an executive decision, on the proposal) – be specific.
  - c. Identify the central stakeholders you will focus on in the analysis.
  - d. Briefly summarize the contents of the paper.
3. Methodology (1-2 pages, include lead author name).
  - a. Define stakeholder analysis (refer to assigned readings).
  - b. Describe what you have done in your analysis, including a description of sources of information and limitations to your analysis.
4. Stakeholder analysis (2 pages for each stakeholder, include lead author name for each)
  - a. Create a sub-heading for each stakeholder group and write about each separately.
  - b. Write one paragraph responding to each of Key Questions 2-5, focusing on the proposed policy/intervention. Use sub-sub-headings for each topic (e.g. for question 2, “Interests and beliefs”).
5. Ethical considerations (1-2 pages, include lead author name)
  - a. Do you have any ethical concerns about the policy proposal or representation of stakeholder groups in the decision making process?
  - b. Does anything need to be done to protect vulnerable groups?
  - c. What risks might there be and how can they be mitigated?
  - d. Draw upon your knowledge of professional ethical standards.
6. Conclusion (1 page, include lead author name)
  - a. Summarize main points concerning stakeholders in stronger and weaker positions to influence the policy decision.
  - b. Briefly point to ethical considerations that may require action.
7. References (as many pages as needed)
  - a. Include full reference information following APA style.
  - b. Sources such as those suggested for the issue brief assignment are also appropriate for this assignment. Reputable news media might also be useful.

Evaluation of the written assignment will be based on how thoroughly and effectively the points above are addressed 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. See due date and submission information above.

**Presentation:** 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.

**Group evaluation:** 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.

## Schedule of Activities

<p><b>Week 1</b> Jan. 18</p>	<p><b>Introduction to global health</b></p> <p>In class</p> <ul style="list-style-type: none"> <li>○ Course introduction, including review of syllabus &amp; academic integrity, course structure, grading and communications</li> <li>• Interactive discussion about global health and its governance</li> </ul>
<p><b>Week 2</b> Jan. 25</p>	<p><b>Global health: governance, policy &amp; issues</b></p> <p>Readings</p> <ul style="list-style-type: none"> <li>• Frenk and Moon (2013) “Governance challenges in global health,” <i>The New England Journal of Medicine</i>, 368: 936-42.</li> <li>• Buse, Mays &amp; Walt (2012) <i>Making Health Policy</i>, Chapters 1 and 2 (e-book available through UNM Libraries)</li> <li>• 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: <a href="http://thelancet.com/pdfs/journals/lancet/PIIS0140-6736(16)31012-1.pdf">http://thelancet.com/pdfs/journals/lancet/PIIS0140-6736(16)31012-1.pdf</a>. Look up the article if the link doesn’t work.</li> <li>• Special instructions: read the introduction, skim methods (pp. 1462-77), read the results and conclusion to familiarize yourself with major issues</li> </ul> <p>Assignment due</p> <ul style="list-style-type: none"> <li>• Discussion post</li> </ul>
<p><b>Week 3</b> Feb. 1</p>	<p><b>Global health governance: history, perspectives and priority setting</b></p> <p>Readings</p> <ul style="list-style-type: none"> <li>• Walt, Spicer &amp; Buse (2009) “Mapping the global health architecture,” Chapter 3 in <i>Making Sense of Global Health Governance</i></li> <li>• Lee (2009) “Understandings of global health governance: the contested landscape,” Chapter 1 in <i>Global Health Governance: Crisis, Institutions, and Political Economy</i></li> <li>• Smith and Shiffman (2018) “The politics of global health agenda setting” in <i>The Oxford Handbook of Global Health Politics</i></li> </ul> <p>Assignment due</p> <ul style="list-style-type: none"> <li>• Discussion post</li> </ul>

<p><b>Week 4</b></p> <p>Feb. 8</p>	<p><b>Non-communicable disease priorities &amp; challenges</b></p> <p>Readings</p> <ul style="list-style-type: none"> <li>• Beaglehole et al. (2012) “Measuring progress on NCDs: one goal and five targets” in <i>The Lancet</i>, 380, 183-5.</li> <li>• Tomlinson &amp; Lund (2012) “Why does mental health not get the attention it deserves? An application of the Shiffman &amp; Smith framework” in <i>PLOS Medicine</i> 9(2): e1001178. Doi:10.1371/journal.pmed.1001178.</li> <li>• 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.</li> </ul> <p>Assignments due</p> <ul style="list-style-type: none"> <li>• Discussion post</li> <li>• NCD presentations (on topic other than mental health) due. Submit slides to the applicable Assignments folders in UNM Learn <i>noon the day of the class meeting</i>.</li> </ul>
<p><b>Week 5</b></p> <p>Feb. 15</p>	<p><b>Reproductive health priorities &amp; challenges</b></p> <p>Readings</p> <ul style="list-style-type: none"> <li>• Ezeh, Bongaarts &amp; Mberu (2012) “Global population trends and policy options” in <i>The Lancet</i> 380(9837), 142-148.</li> <li>• Cleland, et al. (2012) “Contraception and health” in <i>The Lancet</i>, 380, 149-56.</li> <li>• Horton &amp; Peterson (2012) “The rebirth of family planning” in <i>The Lancet</i></li> <li>• Carr et al. (2012) “Giving women the power to plan their families” in <i>The Lancet</i>, 380(9837).</li> <li>• Shiffman &amp; Quissell (2012) “Family planning: a political issue” in <i>The Lancet</i>, 379(9837), 181-185.</li> <li>• 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.</li> </ul> <p>Assignments due</p> <ul style="list-style-type: none"> <li>• Discussion post</li> <li>• Reproductive health presentations (on a topic other than maternal mortality) due. Submit slides to the applicable Assignments folders in UNM Learn <i>by noon the day of the class meeting</i>.</li> </ul>

<p><b>Week 6</b></p> <p>Feb. 22</p>	<p><b>Maternal mortality and morbidity: priorities &amp; challenges</b></p> <p>Readings</p> <ul style="list-style-type: none"> <li>• The Global Strategy for Women’s, Children’s and Adolescents’ Health (2016-2030). Located at <a href="http://globalstrategy.everywomaneverychild.org/">http://globalstrategy.everywomaneverychild.org/</a></li> <li>• Smith &amp; Rodriguez (2016) “Agenda setting for maternal survival: The power of global health networks and norms” in <i>Health Policy and Planning</i></li> <li>• Case: Exercise on designing a family planning program</li> </ul> <p>View independently prior to class meeting (required)</p> <ul style="list-style-type: none"> <li>• Birth of a Surgeon, a Wide Angle documentary available from PBS.org</li> <li>• View all 7 segments (about 1 hour) at: <a href="http://www.pbs.org/wnet/wideangle/episodes/birth-of-a-surgeon/video-full-episode/?p=1795">http://www.pbs.org/wnet/wideangle/episodes/birth-of-a-surgeon/video-full-episode/?p=1795</a></li> </ul> <p>Assignments due</p> <ul style="list-style-type: none"> <li>○ Discussion post. <i>At least one paragraph of your discussion post for this week should be in response to the film.</i></li> <li>○ Maternal mortality and morbidity presentations due. Submit slides to the applicable Assignments folders in UNM Learn <i>by noon the day of the class meeting.</i></li> </ul>
<p><b>Week 7</b></p> <p>March 1</p>	<p><b>Child survival priorities &amp; challenges</b></p> <p>Readings</p> <ul style="list-style-type: none"> <li>• Shiffman (2016) “Network advocacy and the emergence of global attention to newborn survival” in <i>Health Policy and Planning</i>, 31, i60-i73.</li> <li>• 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.</li> <li>• Smith, Shiffman &amp; Kazembe (2014) “Generating political priority for newborn survival in three low-income countries” in <i>Global Public Health</i>, 9(5), 538-54.</li> </ul> <p>Assignments due</p> <ul style="list-style-type: none"> <li>○ Discussion post</li> <li>○ 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></li> </ul>

<p><b>Week 8</b></p> <p>March 8</p>	<p><b>Infectious disease priorities &amp; challenges</b></p> <p>Readings</p> <ul style="list-style-type: none"> <li>• UNAIDS <i>Global AIDS Update 2016</i>. Access report at: <a href="http://www.unaids.org/sites/default/files/media_asset/global-AIDS-update-2016_en.pdf">http://www.unaids.org/sites/default/files/media_asset/global-AIDS-update-2016_en.pdf</a></li> <li>• Gómez &amp; 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.</li> <li>• Tawfik &amp; Watkins (2007) “Sex in Geneva, sex in Lilongwe, and sex in Balaka” in <i>Social Science &amp; Medicine</i>, 64, 1090-1101.</li> <li>• Case: “Managing a health project: HIV/AIDS in Thailand”</li> </ul> <p>Assignments due</p> <ul style="list-style-type: none"> <li>○ Discussion post</li> <li>○ Infectious disease presentations (on a topic other than HIV/AIDS) due. Submit slides to the applicable Assignments folders in UNM Learn <i>by noon the day of the class meeting</i>.</li> </ul>
<p><b>Week 9</b></p> <p>March 15</p>	<p><b>Spring Break</b></p> <ul style="list-style-type: none"> <li>• No class meeting</li> <li>• All written issue briefs due by 9 AM on Monday, March 18th. Submit to the applicable Assignments folders in UNM Learn.</li> <li>• Look ahead to readings and assignments due in coming weeks</li> </ul>
<p><b>Week 10</b></p> <p>March 22</p>	<p><b>Global health policy &amp; implementation stakeholders</b></p> <p>Readings</p> <ul style="list-style-type: none"> <li>• Buse, Mays &amp; Walt (2012) <i>Making Health Policy</i>, Chapters 3-5 (e-book available through UNM Libraries)</li> <li>• Brugha &amp; Varvasovszky (2000) “Stakeholder analysis: A review” in <i>Health Policy and Planning</i></li> <li>• Varvasovszky &amp; Brugha (2000) “How to do (or not to do)...A stakeholder analysis” in <i>Health Policy and Planning</i></li> </ul> <p>Assignments due</p> <ul style="list-style-type: none"> <li>○ Discussion post</li> </ul>

<p><b>Week 11</b></p> <p>March 29</p>	<p><b>Global health policy &amp; politics</b></p> <p>Readings</p> <ul style="list-style-type: none"> <li>• Buse, Mays &amp; Walt (2012) <i>Making Health Policy</i>, Chapters 6-8 (e-book available through UNM Libraries)</li> <li>• <i>Lancet</i> editorial (2009) “Who runs global health” <i>The Lancet</i> 373: 2083</li> </ul> <p>Assignment due</p> <ul style="list-style-type: none"> <li>• Discussion post</li> </ul>
<p><b>Week 12</b></p> <p>April 5</p>	<p><b>Stakeholder analysis group meetings</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Work with group members on stakeholder analysis</li> </ul>
<p><b>Week 13</b></p> <p>April 12</p>	<p><b>Stakeholder analysis group meetings</b></p> <ul style="list-style-type: none"> <li>○ See last week</li> </ul>
<p><b>Week 14</b></p> <p>April 19</p>	<p><b>To be announced (depending on course enrollment level)</b></p> <p>Option 1: Remaining issue brief presentations</p> <ul style="list-style-type: none"> <li>• 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 noon the day of the class meeting</i>.</li> </ul> <p>Option 2: A class meeting on a topic selected by students</p> <ul style="list-style-type: none"> <li>• Readings to be selected and read by all in advance</li> <li>• A class discussion and activity to be carried out during the class meeting</li> </ul>
<p><b>Week 15</b></p> <p>April 26</p>	<p><b>Stakeholder analysis presentations</b></p> <ul style="list-style-type: none"> <li>• Group presentations</li> </ul> <p>Assignments due</p> <ul style="list-style-type: none"> <li>• Submit presentation slides <i>by noon on the day of the presentation</i></li> </ul>

<p><b>Week 16</b> May 3</p>	<p><b>Course wrap up</b></p> <ul style="list-style-type: none"> <li>• Remaining stakeholder analysis group presentations</li> <li>• Course wrap up</li> </ul> <p>Assignments due</p> <ul style="list-style-type: none"> <li>• Submit presentation slides <i>by noon on the day of the presentation</i></li> </ul>
<p><b>Final exam week</b> May 10</p>	<p>Assignments due</p> <ul style="list-style-type: none"> <li>• Stakeholder analysis papers <i>due by 9 AM on Monday, May 6th<sup>th</sup></i>, to the designated Assignments folder in UNM Learn</li> <li>• Assessment of group contributions <i>due by 9 AM on Monday, May 6th<sup>th</sup></i>, to the designated Assignments folder in UNM Learn</li> </ul> <p>*****There is no final exam for this course, but you are expected to hold the finals meeting time for the 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 through UNM Learn Announcements.***