University of Wisconsin-Madison
PHS 718: Fundamentals of International Health Care Systems
Course Syllabus  Section 2  Fall 2008

Wednesdays, 4:30-7 pm, September 3 to October 15 in G5/113 CSC
Credits: 2

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Course Description:
This course introduces students to issues in global health, health care needs and modes of health service delivery in developing countries, and models of health care delivery systems.

Course Objectives:
1.  Examine and clarify values and ethics in global health issues
2.  Critically analyze select global health issues, such as health and human rights, health disparities, and the global health workforce
3.  Describe differences in systems of providing health services among countries at different levels of development and with varying socio-political systems
4.  Understand the role of major health organizations


Major course references:


Sources of information on comparative health indicators:

WHOSIS (WHO’s Statistical Information System) at http://www.who.int/whosis/en/


General Course Guidelines:

- You will be expected to actively contribute to in-class and on-line discussions, and to complete required readings by the class in which they are listed.
All required readings and website resources can be accessed from the course Learn@UW site, with the exception of readings from the required Skolnik text. Merson and Skolnik textbook have been placed on reserve at Ebling Library, with Skolnik listed under PHS 718 and Merson et al.’s International Public Health in general reserves with call # WA 530.1 I61P 2005.

Include your name, date, and title of the assignment at the top each of the four assignment documents. For submission, use the Dropbox function located in the upper left menu of Learn@UW, and label the document according to the following convention: last name, underscore, assignment number. For example; Jones_#1.

**Grading, Class Participation, and Assignments:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Due Date</th>
<th>Course Activity</th>
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<tbody>
<tr>
<td>20%</td>
<td>Weekly for 7 weeks</td>
<td>Class participation, in-class and on-line</td>
</tr>
<tr>
<td>25%</td>
<td>Sept 10th</td>
<td>MDG Progress Paper</td>
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<tr>
<td>0%</td>
<td>Sept 17th or 24th</td>
<td>In-class discussion of Health Problem Report topic</td>
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<tr>
<td>15%</td>
<td>Oct 1st</td>
<td>Annotated bibliography</td>
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<tr>
<td>15%</td>
<td>Oct 8th</td>
<td>Annotated bibliography</td>
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<tr>
<td>25%</td>
<td>Oct 15th</td>
<td>Health Problem Report</td>
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**Class participation (**revised following the first class**):**

- **In-Class.** A discussion question will be posed each week through Oct 15th for the purpose of sharing ideas in-class on a global health topic within the small discussion groups, with the exception of September 17th and 24th when students will share information about their health problem reports in their small groups.

- **On-Line at Learn@UW.** Following class, you will post a brief synopsis of your thoughts for further discussion on-line between classes. Examples: What was the take-home message? What information was new, surprising, or was missing from the discussion? How did the readings and discussion make you think differently or confirm prior understandings? What questions remain? Students might also wish to share pertinent journal articles, news items, or websites within the discussion space. Please post your weekly “synopsis of your thoughts” within your Learn@UW small group discussion area by midnight of the following Monday (posting sooner allows for more on-going dialogue within your group).

**Assignment #1: Millennium Development Goal (MDG) Progress Paper:**
http://uk.oneworld.net/guides/mdgs/progress?gclid=CLnehrlC4Y0CFQicIwodzilpbQ

The purpose of this exercise is to evaluate progress on one Millennium Development Goal (MDG) in a specific country. Using the link above and other MDG web sites, select a country and read about their progress toward achieving one of the MDGs. In no more than 2 pages, respond to the following questions: What is the progress on achieving your selected MDG in your country of choice? What health indicator(s) is/are being monitored? What are the major barriers to reaching the goal? What needs to be done to achieve the goal? Post this assignment to the Dropbox.
Assignment #2: Health problem report: Choose a global health problem, describe the extent (distribution maps may be relevant), and present the socio-cultural and economic factors that contribute to the problem in a specific country or region. Propose a health care system change that addresses equity, access, quality, and prevention. You will share your topic within your assigned discussion group (either Sept 17th or 24th) and submit a paper including references to the Dropbox by October 15th.

Assignment #3: Annotated Bibliography 1: Choose a reading from the required or optional lists provided. Do not use the Merson text. Provide the complete citation and a critical summary of what you learned from the article or chapter, such as: What global health topic does it address? What audience should be reading this? Was the information credible and evidence-based? Why is this information significant? Post this assignment to the Dropbox.

Assignment #4: Annotated Bibliography 2: Choose a reading on a global health topic of interest to you not listed in the syllabus. Provide the complete citation and a critical summary of what you learned from the article or chapter, such as: What global health topic does it address? What audience should be reading this? Was the information credible and evidence-based? Why is this information significant? Post this assignment to the Dropbox.

September 3 Introduction to global health, Health as a human right, & Millennium Development Goals (MDG)

Film on Health Care Systems: ¡Salud! www.saludthefilm.net

Required readings for discussion:


Resolution adopted by the General Assembly UN Millennium Declaration, 8 Sept 2000 http://www.un.org/millennium/declaration/ares552e.htm

The UN Millennium Development Goals http://www.undp.org/mdg/basics.shtml

Optional readings/references:


Cuba’s Health System – Resources and Links: http://saludthefilm.net/ns/cuba-health-system-resources.html

The following web resources may be useful in preparing your paper on the MDG progress report paper. The second link below provides search features for country and topic specific information.


### September 10  Determinants of global public health

**Required readings for discussion:**


Skolnik text, Chapter 1, The Principles and Goals of Global Health

Access the following website to view the publication Millions Saved!  [http://www.cgdev.org/section/initiatives/_active/millionssaved/overview](http://www.cgdev.org/section/initiatives/_active/millionssaved/overview)

Read the introduction and case study #8: Preventing Diarrheal Death in Egypt:  [http://www.cgdev.org/section/initiatives/_active/millionssaved/studies/case_8](http://www.cgdev.org/section/initiatives/_active/millionssaved/studies/case_8)

**Optional readings:**


### September 17  Social and cultural determinants of health

Small group discussion of assignment #2 Health Problem Report

**Required readings for discussion:**

Merson text Chapter 2 “Culture, Behavior, and Health” pages 43-64. *Please come to class prepared to address one of the discussion questions at the end of the chapter*


**September 24 Systems of health care**

Continue small group discussion of assignment #2 Health Problem Report

**Required readings for discussion:**

Skolnik, Chapter 5, An Introduction to Health Systems


*Compares US to five other nations—Australia, Canada, Germany, New Zealand & UK

**Optional readings:**

Merson, Chap. 11 “The Design of Health Systems” p. 513-547

Primary Health Care. WHO, 1978 [http://www.euro.who.int/AboutWHO/Policy/20010827_1](http://www.euro.who.int/AboutWHO/Policy/20010827_1)


**October 1  Chronic care model & community-based approaches**

**Required readings for discussion:**


Merson text, Chapter 6 “Chronic Diseases and Risks” p. 273-312

Skolnik, Chapter 12, Non-communicable Disease, p. 213-229


**Optional readings**


**October 8  International organizations working in health**

Guest speaker: Karen Solheim, PhD, RN

**Required readings for discussion:**


Skolnik, Chapter 15, Working Together to Improve Global Health
Optional readings/references:

"Voices of Hope" features community leaders and recipients of services from seven PEPFAR countries: Guyana, Kenya, Mozambique, South Africa, Uganda, Vietnam, and Zambia. These people talk in their own words about how PEPFAR's diverse prevention, treatment and care strategy is making a difference in their lives. Also featured in the film are just a few representatives of the more than 80 percent of PEPFAR implementing organizations that are indigenous. Watch online at: http://www.pepfar.gov/press/76024.htm short version: 11:20 minutes; long version: 30 minutes


Merson text, Chap 14 “Global Cooperation in International Public Health” p. 649-676 (skim)

The Global Fund: Who We Are, What We Do

October 15 Economics and global health workforce issues

Required readings for discussion:


Optional readings:

Interview with Liza Kimbo, Director of CFWshops Kenya

Merson text, Chap 15 “Globalization and Health” p. 681-704. (skim)


**Policy on Student Concerns/Complaints**

Any student who has a concern or complaint specific to an experience in this course should first talk with the instructor, preceptor, or teaching assistant (TA) as applicable. If the issue is not resolved at this level, the student should then go to the course professor. If the solution is still not satisfactory, the student should discuss the situation with the Associate Dean for Academic Programs.

**Policy on Academic Integrity**

Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions." (UWS 14.01) If you have any questions about the interpretation of this policy, please see the course professor.

**Students with Disabilities or Special Needs**

The McBurney Disability Resource Center, 263-6393, provides academic support services to students with disabilities. Students seeking accommodation should contact the center and request assistance as early as possible, preferably at least eight weeks prior to the date of anticipated need. It is the responsibility of students to inform nursing faculty, in a timely manner, of their request for accommodation. Faculty, either directly or in coordination with McBurney, work with students to identify and provide reasonable instructional accommodation.