



## **CIEE Global Institute – Berlin**

<b>Course name:</b>	Contemporary Challenges in Global Health
<b>Course number:</b>	(GI) PUBH 3006 BRGE / INRE 3008 BRGE
<b>Programs offering course:</b>	Berlin Global Internship, Open Campus (Health Sciences Track)
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	Spring 2018

### **Course Description**

In this course students examine the economic, cultural, ethical, and structural challenges faced by health care systems today. The course explores different approaches to health care system organization and financing, strategies for using limited resources, and challenges to providing universal access to health care. Students address specific approaches to these challenges, with a comparative focus on European countries and the United States.

### **Learning Objectives**

By the end of the course students should be able to:

- Gather knowledge, analyze and synthesize it
- Understand concepts and know how to apply and adapt them
- Argue a case in front of an audience
- Work in an interdisciplinary team
- Articulate the most important challenges in national/local health care



- Analyze critically specific approaches to such challenges in a comparative, international context
- Understand the problems emerging from the interaction of different national health care systems
- Identify instances where cultural and religious traditions impact health care
- Be able to criticize or adapt specific approaches to such challenges and developments

### **Course Prerequisites**

None

### **Methods of Instruction**

Among other techniques, the methodology used throughout this course will include: teacher presentations with student-teacher dialogue and discussion; active discussion in which students will be expected to prepare presentations to argue a specific case and defend it to an opponent and the class.

### **Assessment and Final Grade**

Presentation	35%
Final discussion paper	35%
Class participation	30%



## **Course Requirements**

### **Presentation**

Students will be required to prepare presentations to argue a specific case and defend it to an “opponent” and the class. The presentation of about 10-15 minutes (excluding “opponent” and class discussion) should show a good understanding of a selected topic and the ability to put it in perspective. Furthermore it should be presented in a concise yet comprehensive manner. Content (40%), handout (20%), form of presentation (both slides and the presentation itself, 20%) and response to the “opponent” and queries (20%) will influence the grade. Topics will be assigned at the beginning of the course.

### **Final discussion paper**

A 1,500-word discussion paper will be required. This paper should cover a specific topic and needs to show a solid understanding of and reflection on the topic assigned. The topic may be the same as the presentation topic. Late submissions will lead to a mark reduced by at least one grade level. Grading is based on formal correctness (10%), logical coherence of the outline and quality of reasoning (30%) and content (40%). The paper must be complemented by a succinct summary of no more than 250 words (20%). Inappropriate citation will lead to a mark reduced by at least one grade level. Topics will be assigned at the beginning of the course.

### **Participation**

As part of your work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon participation.

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Students receive grades based upon their contributions both in the classroom and in the Canvas course.



Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate they have engaged with the materials where directed.

This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

### **Attendance Policy**

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course sessions will also result in a lower final grade.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.



Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1	No academic penalty
10 – 20%	2	Reduction of final grade
More than 20%	3 content classes, or 4 language classes	Automatic course failure, and possible expulsion

### **Weekly Schedule**

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

#### **Week 1**

##### **Orientation**

Introduction to class, course requirements, formal aspects

The “Grand Challenges in Global Health” of 2003

#### **Week 2**

##### **Who Pays? – Economic Challenges**

Financing health care: Comparing and discussing different approaches (main examples: Germany, United States)

The doctor’s dilemma: The tension between healing people and making money, part 1

Bad pharma: The tension between healing people and making money, part 2

It’s all your own fault! – Individual risk factors (like smoking) and their impact on health care



**Week 3: Who Provides? – Organizational Challenges Part I**  
Safeguarding health care: Comparing and discussing different systems (main examples: Germany, United States)  
The demographic challenge: Safeguarding health care in an aging society

**Week 4: Who Provides? – Organizational Challenges Part II**  
Universal access to qualified health care – how can it be achieved?  
Who decides? The problem of coordinating global efforts  
When health care kills – Fighting criminal practices like organ trade, counterfeit medications, etc.

**Week 5: Who Knows? – Knowledge Challenges**  
Consumer protection and patient's rights – breaking the despotism of the professionals  
Teaching health: Providing basic knowledge on hygiene, vaccination and prevention worldwide  
How professional are the professionals? Global standards of medical schooling

**Week 6: Who is Right? Culture, Ethics and Religion**  
The challenges of prioritizing medical care  
It's forbidden... – The rejection of medical treatment out of cultural/religious reasons  
The end justifies the means... – How do we regulate medical research?

**Final discussion paper**

**Readings**



Obermann/Müller et al.: *The German Health Care System*. Ratgeberverlag  
2013.

Bhattacharya J, Hyde T and Tu P: *Health Economics*. Palgrave-Macmillan  
2013.

Morrison E (Ed.): *Health Care Ethics. Critical Issues for the 21<sup>st</sup> Century*.  
Jones and Bartlett 2009.

Tulchinsky TH, Varavikova EA. *The New Public Health: An Introduction for  
the 21st century*. 3rd ed., Elsevier 2014.

### **Online Resources**

The Grand Challenges in Global Health of the Bill & Melinda Gates  
Foundation are presented in detail at:  
<http://www.grandchallenges.org/Pages/BrowseByGoal.aspx>

WHO's Health Care Systems in Transition series is an excellent source to  
look at the health care system of a country, including financial and  
organizational issues. ([http://www.euro.who.int/en/about-  
us/partners/observatory/health-systems-in-transition-hit-series](http://www.euro.who.int/en/about-us/partners/observatory/health-systems-in-transition-hit-series))