

Health Policy in a Global World

UGPH-GU 9040

Lecturer Contact Information

TBA

Prerequisites

No pre-requisites

Units earned

4

Course Details

- Thursdays : 1.00 pm -3:55 pm Bs As. Argentina Time (ART) UTC -3
- Remote Participants: Your instructor will provide you with the Zoom link via NYU Brightspace.

COVID-related details: In the interest of protecting the NYU Bs As community, we are closely following CDC guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority.

If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol. Please note that you are expected to attend every class meeting in-person; however, this may change during the drop/add period if in-person student registration increases significantly or at any point during the semester if local COVID-19 regulations require additional physical distancing.

Course Description

This course introduces students to key concepts in health policy formation, implementation and evaluation in a global context. Using a comparative lens, students explore organization, financing and delivery of health care services and health systems around the world and examine the role of governmental, private, and non-profit agencies in delivering health care and other services. The course is multidisciplinary, employing public policy, sociological, political science, economic, and ethical perspectives. The overall goal is to build an understanding of the fundamental ideas, issues, and problems currently debated in global health policy and management and to provide a foundation for future studies and careers in the global health field. Epidemiology in a Global World and Health and Society in a Global Context are recommended but not required pre-requisites for the course

Course Objective

- Discuss the ways in which public policy decisions affect health care and health outcomes
- Understand the fundamentals of evidence-based public health
- Develop health information search strategies
- Identify the major components of health care systems
- Describe how social, economic, and political factors affect health insurance and payment systems, access to and utilization of healthcare, and the supply, training, and remuneration of health care providers
- Discuss frameworks and ethical and quality issues that arise in assessing health care provision and system performance
- Explore the interactions between global health policies and global burden of disease
- Use publicly available data sources to describe and discuss outcomes and features of health care systems across the world
- Compare the health system features (OECD countries and developing countries) and discuss their implications

Assessment Components

This class includes many class exercises that are designed to be completed within class, within groups. Some class exercises or activities may include asking you to summarize some key points of the readings, or participate in a policy debate where one group has to argue in favor or against a particular policy or relevant health issue, so be prepared. In addition, several class exercises have homework assignments attached to these class exercises that must be completed after the class and that will make use of the class discussion.

Assignments

A series of assignments (2000 words) will be due during the course. They will be guided discussions about some key points of the readings

Final Paper

This course requires a final paper. You may select a health policy and management issue of your choice (for instance, infectious diseases, maternal mortality, malnutrition, NCDs burden, behavioral and lifestyle risks, diabetes, health system reform), a country, and a population for your paper. Some examples of possible topics are “Challenges and Strategies for improving emergency care for reducing maternal mortality in selected LA countries”, “The HIV/AIDS Outbreak and Epidemic in Argentina and the United States”, or “Challenges and Strategies for reducing domestic violence in Argentina”.

The final paper should be 8-10 double spaced pages in length, with formatted references and a bibliography that makes use of Endnote, Refworks or another bibliographic software available from the library website. If you have not used these before, please familiarize yourselves with the software early in the semester. [NYU Libraries Citation Style Guide](#) can be use as guidance. Bibliography and references are not included in the page limit. Papers must use 12 point font, include one inch margins on top and bottom, half- inch on the side. Pages must be numbered, cover page should include student's name, N number, and date. Papers are due in hard copy and via email on Wednesday, December 15th, before 2pm. Late papers will not be accepted, unless you have prior approval from your instructor". No exceptions. On December 6th session, students will present their project to the class (ppt suggested). Each presentation should take 15' with 5'for Q&A

You are expected to attend class in person or remote synchronously. Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade	Due
Short Assignments (4)	40	
Short Assignment (1) Paper outline	15	March 25 th
Final paper	35	May 12 th
Class participation	10	

Required Text(s)

Electronic Resources (via Brightspace / NYU Library Course Reserves)

- **“Textbook of Global Health 4E” by Birn, Pillay, and Holtz Ward, J. (2015).**
- **“Making sense of global health governance: a policy perspective” by Kent Buse, Wolfgang Hein, and Nick Drager (eds). Palgrave Macmillan (2009).**
- **“Governing global health: who runs the world and why?” by Chelsea Clinton and Devi Sridhar. OUP (2017).**

Course Schedule

Week/Date	Topic	Reading	Assignment Due
Week 1 Jan 27 th	Introduction to the Course Overview: Public policy, Health Policy, Politics, Systems and Services	<ul style="list-style-type: none"> ● Jamison, D. T., Summers, L. H., Alleyne, G., Arrow, K. J., Berkley, S., Binagwaho, A., & Ghosh, G. (2013). Global health 2035: a world converging within a generation. <i>The Lancet</i>, 382(9908), 1898-1955. ● Bloom, D. E., Khoury, A., & Subbaraman, R. (2018). The promise and peril of universal health care. <i>Science</i>, 361(6404) 	

<p>Week 2</p> <p>Feb 3rd</p>	<p>Social determinants of health: inequalities and equity</p>	<ul style="list-style-type: none"> ●Marmot, M. (2005). Social determinants of health inequalities. <i>The Lancet</i>, 365(9464), 1099-1104. ●Barreto, M. L. (2017). Health inequalities: a global perspective. <i>Ciência & Saúde Coletiva</i>, 22(7), 2097-2108 ●Omran, A. R. (2005). The epidemiologic transition: a theory of the epidemiology of population change. <i>The Milbank Quarterly</i>, 83(4), 731-757. 	<p>Give out Assignment #1</p> <p>Discuss Jamison et al and Bloom et al papers</p>
<p>Week 3</p> <p>Feb 10th</p>	<p>Access to health care</p>	<ul style="list-style-type: none"> ●Savedoff D et al (2012) Political and economic aspects of the transition to UHC. <i>Lancet</i> 2012; 380: 924–32 ●Jahangir E, Irazola V, Rubinstein A (2012) Need, Enabling, Predisposing, and Behavioral Determinants of Access to Preventative Care in Argentina: Analysis of the NSRF. <i>PLoS ONE</i> 2012; 7(9). 	
<p>Week 4</p> <p>Feb 17th</p>	<p>The politics of public health policy</p> <p>Public Health services and evidence based interventions</p>	<ul style="list-style-type: none"> ●Oliver, T. R. (2006). The politics of public health policy. <i>Annu. Rev. Public Health</i>, 27, 195-233. ●Rabadán-Diehl, C. Linking Evidence to Policy in Latin America. <i>Science and diplomacy</i>, 6(2). 2017 ●Andrew D Oxman, John N Lavis, Simon Lewin and Atle Fretheim: SUPPORT Tools for evidence-informed health Policymaking (STP) 1: What is evidence-informed policymaking? <i>Health Research Policy and Systems</i> 2009, 7(Suppl 1):S1 	<p>Assignment #1 due</p> <p>Give out Assignment #2:</p>

<p>Week 5 Feb 24th</p>	<p>Health Care services: levels of care</p> <p>Exercise: Primary care vs. Secondary care</p>	<ul style="list-style-type: none"> ● Starfield B, Shi L, Macinko J. Contribution of Primary Care to Health Systems and Health. <i>The Milbank Quarterly</i>, Vol. 83, No. 3, 2005 (pp. 457–502) ● Shi, L. (2012). The impact of primary care: a focused review. <i>Scientifica</i>, 2012. 	
<p>Week 6 March 3rd</p>	<p>Health care financing (health markets, insurance schemes, health systems)</p>	<ul style="list-style-type: none"> ● World Health Report 2000. Who pays for health systems. Ch5. ● World Health Report 2010. Health systems financing: The path to universal coverage 	<p>Assignment #2 due</p>
<p>Week 7 March 10th</p>	<p>Health care systems in developed and developing countries:</p> <p>Comparisons and performance indicators</p>	<ul style="list-style-type: none"> ● Schoen C. et al. Access, Affordability, and Insurance Complexity Are Often Worse In The United States Compared To Ten Other Countries. <i>Health Affairs</i> 32,no. 12 (2013): 2205–2215 ● Blumenthal D. The Affordable Care Act at 5 Years. <i>N Eng J Med</i> 2015. 372;25. ● Mills A. Health Care Systems in Low- and Middle-Income Countries. <i>N Engl J Med</i> 2014;370:552-7. ● Macinko J, Harris M. Brazil’s Family Health Strategy: Delivering Community-Based Primary Care in a Universal Health System. <i>N Eng J Med</i> 2015. 372;23 	<p>Give out Assignment# 3:</p> <p>Concept note and outline of the final paper</p>
<p>Week 8</p>	<p>Spring Break</p>		
<p>Week 9</p>	<p>Global Health Governance: from MDGs to SDGs</p> <p>Millennium</p>	<ul style="list-style-type: none"> ● Frenk, J., & Moon, S. (2013). Governance challenges in global health. <i>New England Journal of Medicine</i>, 368(10), 936-942. 	<p>Assignment #3 due</p>

<p>March 25th (Friday)</p>	<p>Development goals and Sustainable development goals</p>	<ul style="list-style-type: none"> ●McCoy, D., Chand, S., & Sridhar, D. (2009). Global health funding: how much, where it comes from and where it goes. <i>Health policy and planning</i>, 24(6), 407-417 ● UNDP (2016) UNDP Policy and programme brief UNDP support to the implementation of the 2030 agenda for sustainable development ●UNDP (2016) From de MDGs to sustainable development for all lessons from 15 years of practice 	<p>Give out Assignment# 4:</p> <p>Health Systems Comparisons</p> <p>(Schoen et al., 2013)</p>
<p>Week 10 March 31st</p>	<p>Global Health Policy and IDs (Infectious Diseases)</p> <p>Guest Lecturer: Leonor Nusblat (ANLIS-UBA)</p>	<ul style="list-style-type: none"> ●Piot, P., & Quinn, T. C. (2013). Response to the AIDS pandemic—a global health model. <i>New England Journal of Medicine</i>, 368(23), 2210-2218. ●Belli, P. C., Bustreo, F., & Preker, A. (2005). Investing in children's health: what are the economic benefits? <i>Bulletin of the World Health Organization</i>, 83(10), 777-784. ●Films “Outbreak”, and “Contagion” 	
<p>Week 11 April 7th</p>	<p>Global Health Policy and NTDs (Neglected Tropical Diseases)</p>	<ul style="list-style-type: none"> ●Pereiro AC, Lenardón M, Zeballos A, Chopita M, Abril M, Gold S. Reporting of adverse reactions to benznidazole: does medical expertise matter? <i>Rev Panam Salud Publica</i>. 2018;42: e69. ●Blasco-Hernández, Teresa, et al. Knowledge and experiences of Chagas disease in Bolivian women living in Spain: a qualitative study. <i>Global health action</i> 9.1 (2016): 30201. ●Weinberg, Diego, et al. "Spatial analyzes of triatomine infestation indices and their association to the actions of a 	<p>Assignment# 4: due</p> <p>Give out Assignment # 5:</p> <p>Global Health Policies and NCDs</p>

		Chagas disease program and environmental variables during a 5-year intervention period." <i>Acta tropica</i> 188 (2018): 41-49.	
Week 12	No class (National Holiday)		
Week 13 April 21 st	Global Health Policy and NCDs (Non Communicable Diseases)	<ul style="list-style-type: none"> ● Hunter, D. J., & Reddy, K. S. (2013). Non-communicable diseases. <i>New England Journal of Medicine</i>, 369(14), 1336-1343. ● Brownell K et al. The Public Health and Economic Benefits of Taxing Sugar-Sweetened Beverages. <i>N Eng J Med</i> 2009: 361;16 ● Block J. A substantial tax on sugar sweetened drinks could help reduce obesity. <i>BMJ</i> 2013;347 	
Week 14 April 28 th	Ethical Issues on health and health care Guest Lecturer: Laura Belli (FfyL-UBA)	<ul style="list-style-type: none"> ● Beauchamp, T. L., & Walters, L. (1982). Contemporary issues in bioethics. ● Cookson R. Principles of Justice in health care Rationing. <i>Journal of Medical Ethics</i> 2000;26:323–329 	Assignment # 5: due
Week 15 May 6 th	Oral presentation of final papers	Discussion on final papers	
Week 16 EXAM WEEK May 12 th	Email / upload of final papers by MAY 12th class time to ml6060@nyu.edu		

Classroom Etiquette

To optimize the experience in a blended learning environment, please consider the following:

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary).
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- If deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class.

Your Lecturer

Martin Langsam holds a degree in Sociology; with a minor in Economic Sociology from the University of Buenos Aires (UBA) He then did postgraduate studies in Economics and Public Policy (Torcuato di Tella University, Argentina). In 2002 he obtained his MSc in Public Policy in Latin America at Oxford University, United Kingdom. He then continued his studies for the PhD in Political Science at Oxford University until 2007 (dissertation pending).

He has been a consultant for several international organizations (WB, IDB, UNDP, ECLAC, PAHO), developing his tasks in the national public sphere (National Institute of Public Administration, Ministry of Economy and Public Finance and Ministry of Health). He has also participated in several research projects in the United Kingdom (Oxford University-European Commission and Fischer Family Trust) and in Argentina (Fundación YPF-UdeSA)

Between 2010 and 2018 he has been full time researcher, professor and Secretary of Science and Technology at Isalud University. From this institution he has developed research and consulting projects on public health issues in collaboration with different agencies and programs in Argentina (Plan Nacer, Programa Remediar, Health Economics Office at the Ministry of Health, Health Promotion and Prevention of Non-communicable diseases at the Ministry of Health, the Mercosur Health Policy Observatory, the National Health Research Commission and the National Cancer Institute). Currently he is the Digital Health Fellow at the Bunge & Born Foundation, in Bs As.

Academic Policies

Grade Conversion

Your lecturer may use one of the following scales of numerical equivalents to letter grades:

- A = 94-100 or 4.0
- A- = 90-93 or 3.7
- B+ = 87-89 or 3.3
- B = 84-86 or 3.0
- B- = 80-83 or 2.7
- C+ = 77-79 or 2.3
- C = 74-76 or 2.0
- C- = 70-73 or 1.7
- D+ = 67-69 or 1.3
- D = 65-66 or 1.0

F = below 65 or 0

Attendance Policy

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers, or online through NYU Brightspaces if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to NYU Bs As to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

Final exams

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Late Submission of Work

- (1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU SITE Staff), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.

- (2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.
- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

Academic Honesty/Plagiarism

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offences against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

Dor guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU SITE's Academics Office in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, NYU Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU [SITE].

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form \(link\)](#)
- Email: bias.response@nyu.edu
- Phone: 212-998-2277
- Local Phone +54 9 11 4828-5200