



HL305 PUBLIC HEALTH IN EUROPE: ISSUES AND SOCIAL POLICIES

IES Abroad London

DESCRIPTION:

This programme will offer you an introduction to key topics and discussions in public health from an European and Global perspective. You will become familiar with some of the approaches for studying and understanding public health, health promotion, health policy, health care systems and epidemiology.

The first part of the course will focus on the analysis major global health themes and policies, including key definitions, health burden (Non-Communicable and Communicable Diseases); Evaluation and global health. The second part of the course is framed around case studies of several contexts – Western, Eastern Europe and the Caribbean. Part of one session is devoted to Jamaica as an example of public health policies and practice care in a developing country, as well as the longitudinal task of producing Health Promotion posters for use in the Jamaican clinics, to prepare students for their extended field study. There is also a longitudinal theme of exploring inequalities and their impact on health, using Art as a vehicle for discussion. Throughout the course, you will undertake individual input into several Moodle discussion fora based on inequalities issues we will cover in class. These fora, undertaken every other week throughout the course, will help support you in your thinking around your Art for the Inequalities Roundtable towards the end of the course.

Roadmap of topics to be covered during the 12 weeks:

International Health, Health Systems, focus sessions on Health in the UK (NHS) and the current issues around the fallout of Brexit and the NHS crisis, focus on Western Europe - France and Germany and the Healthcare System, focus on Eastern Europe, focus on Primary Health Care. Immersive learning on the Jamaican Healthcare system and production of public health promotion posters to use in the clinics in Jamaica as part of your experiential placement at the end of the course. You will gain an understanding of health systems and public health comparatively by examining case studies, and we cover three frameworks to analyze health systems function – WHO Health Systems Strengthening, Dahlgren and Whitehead Moel, and Value-Based Health Systems.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: Enrolled in the Health Practice & Policy programme

METHOD OF PRESENTATION:

- Group discussions
- Lectures
- Other media such as film and documentaries
- Optional experienced guest speakers

REQUIRED WORK AND FORM OF ASSESSMENT:

Required work and forms of assessment:

1. **Class Participation 20%** : Students are expected to attend each class having read the required material in preparation for class discussion, and participate actively in discussions that arise in class. In addition, poor attendance and lack of punctuality will reduce the final grade.
2. **Mid-term assessment 30%:** It will consist of an individual oral presentation, recorded and uploaded to Moodle Assignment portal, on topics covered in the units (1-5) to be recorded and uploaded to Moodle and will be undertaken during Mid Term Exam week

3. **Group Public Health Promotion Poster 25%:** to be tailored to the context and culture of Jamaica, to be used in the clinics in Jamaica. The task will consist of a longitudinal research and preparation of 5 small-group Public Health Promotion Posters (prepared longitudinally over the course) More details on the poster will be provided by myself and my colleague David Neita in a session early on during the course.
4. **2500-word Research Paper 25%:** This will consist of an individual submission of a 2500 country report on 'Individual Health System Country and Policy Analysis' on a European country of your choice.
5. **Pop Quiz – 0% (zero %) of grade, around halfway through the course. Formative and for students' learning.**

LEARNING OUTCOMES:

Upon completion of the course, students will be able to:

- compare the structure and management of selected health systems around the globe.
- Specifically, they will be able to:
- Explain the factors that determine the quality, delivery, and costs of health services for individuals, communities and populations in a comparative, global context.
- Identify the principal organisations, institutions and services involved in the provision of health care in health systems in Europe.
- Describe how ethical values relate to and inform the structure and reform of health care systems
- Assess the health situation of a country through analysis of a range of epidemiologic, population, economic, environmental, and social indicators
- Evaluate methods of financing, provider payment regulation, historical, and social-cultural elements affecting the accessibility, quality, organisation, performance, and outcomes of the health care system in an international comparative context.

ATTENDANCE POLICY:

Regular class attendance is mandatory. Irregular attendance may result in a lower grade in the course, and/or disciplinary action. The IES Abroad London class attendance policy does not allow for unexcused absences, and grades will be docked one-half letter grade for each such absence. Rare exceptions will be made for the following reasons:

- The student is too sick to attend class. In this instance, the student must call the IES Abroad Centre before class to notify any of the IES Abroad staff. It is not sufficient either to email, send a message with a friend or call the Centre after the class has started.
- A serious illness or death in the immediate family requiring a student to travel home. This requires written approval from the Centre Director before departure.

Arriving more than 10 minutes late to class may count as an unexcused absence. Immigration laws in the UK are extremely strict, and we jeopardize our legal status in hosting students who do not regularly attend class. Students who do not attend class regularly will be reported to the appropriate officials and risk dismissal from the program and deportation from the UK. If a student incurs absences representing 25% of the total class hours, they will be contacted by the Academic Programme Manager (APM) and Centre Director (CD). If these absences are made up exclusively of unexcused non-attendance, this will trigger a disciplinary review. If these absences are made up of excused non-attendance, a meeting will be held to discuss the underlying reasons for lack of attendance, and to discuss ways it can be maintained for the duration of the term. If the 25% threshold is reached due to a mixture of excused and unexcused absences, students will also be asked to attend a meeting to discuss.

CONTENT:

Week	Content	Readings
Week 1	Introduction to Public Health Course Overview and Requirements. What is Public Health? Introduction to the Principles of Public Health and framework 1 – WHO Health Systems Strengthening.	None required
Week 2	International and Global Health Health In week 2, we will be covering: (1) An introduction to tropical medicine, international health and global health; (2) Key players in international health, including in Europe, and a discussion of some fundamental inequity issues that persist	Please do the following brief internet research projects, as if you choose, the optional background and set readings below: (1) Find one recent (ie last 3 years) article relating to criticisms of the World Health Organization, and be prepared to present and discuss this in class. This can be in a newspaper, academic journal, or blog. Key search terms might be "WHO reform", "WHO and commercial interests", "WHO and pharmaceutical industry", etc. Please note the WHO updated their Websites in 2022, so access and navigate from here World Health Organization (WHO) if you want to access the WHO website itself. Please also review the any relevant documents you identify during your research on the Royal Institute for International Affairs (also known as Chatham House) website. Chatham House is a world-renowned independent policy institute, whose aim is to provide commentary on world events and offer solutions to global challenges. Website to access is here Chatham House – International Affairs Think Tank OPTIONAL Background reading: - Birn, A.E., Pillay, Y., and Holtz, T., Textbook of International Health. Global Health in a Dynamic World. Third Edition. (New York: Oxford University Press, 2009), Ch. 3: 'International Health Agencies, Activities, and Other Actors'. (IES Library) - The Right to Health. Geneva: OHCHR/WHO, 2008.

		Available at: http://www.ohchr.org/Documents/Publications/Factsheet31.pdf • Johnson & Stoskopf (2001). Ch 1 • The World Health Report (2000). Ch 1 • The World Bank. Millennium Development Goals. Available at: http://www.worldbank.org/mdgs/ • Kickbusch, I. 2008. • Birn; Pillay; Holtz, 2009 (Ch. 3)
Week 3	Introduction to and Evaluation of Health Systems What are Health Systems? Why do they matter? Key elements, functions and goals of Health care systems. Main challenges: WHO and Health Systems Strengthening. How do we assess the performance of healthy systems: Efficiency, Quality, Access, Equity? How should healthy systems address health inequalities and social determinants of health. Framework 2 – Dahlgren and Whitehead.	Preparation for class discussion: a. have a quick read of these websites to learn about the Social Determinants of Health: Action on the Social Determinants of Health - IHE (instituteoftheequity.org) Social Determinants of Health - Healthy People 2030 health.gov Social determinants of health (who.int) b. search online in the 'health' sites of the British press/newspapers in the last 2 months (BBC Health webpage; The Guardian; The Independent; The Telegraph; etc.) and identify an article dealing with health inequalities: focus on a population group (i.e. disable, children, elderly, BME, homeless people, etc.) and a particular health issue affecting them. c. prepare an oral presentation (max 3 minutes, with no visual aids) focusing on the following: 1. summary of the article/case; 2. present the health inequalities observed; 3. identify the underlying social determinants of health in your case. Use the literature and resources suggested in (a) to support your arguments. Background reading: Lassey, Lassey and Jinks, <i>Health Care Systems Around the World. Characteristics, Issues, Reforms</i> (Pearson, 1997). 'Introduction: Basic Issues and Concepts'. (IES Library) Johnson, J. and Stoskopf, C. (eds.), 2010. <i>Comparative Health Systems: Global Perspectives</i>. Jones & Bartlett Publishers. Ch. 1: Introduction to Health Systems. (IES Library)

Week 4	Health Systems and Non-Communicable Diseases This next week, we will be discussing Health Systems particularly in light of the way that they address the rising burden of non-communicable diseases.	For our discussion I would like you to do some internet research about specific policy actions that have been taken by governments with respect to the four key risk factors for NCDs (tobacco, alcohol, diet, and physical activity). You may choose to search news articles, academic journal articles, (reputable) blogs or government websites in order to bring an example of policies in this area. Please bring a case study about a policy on ONE of these risk factors which has been implemented or is being considered by a European government and, if available, some information on why it was chosen and how well it is working. Do try to find a policy that you can find a reasonable amount of information on, so that we can have a richer discussion (ie look up at least two sources that tell you about it). Great places to get started are: Diet: Diet, activity and cancer - WCRF International Tobacco: Tobacco-Trends-Report-ENG-WEB.pdf (who.int) Alcohol: https://www.iacstudy.org/?page_id=15 Physical activity: ISPAH Background reading: Better noncommunicable disease outcomes: challenges and opportunities for health systems. Country Assessment Guide (2014), at http://www.euro.who.int/en/health-topics/Health-systems/health-systems-response-to-ncds/publications/2014/better-noncommunicable-disease-outcomes-challenges-and-opportunities-for-health-systems.-country-assessment-guide-201
Week 5	Introduction on Global Health and Security (Communicable/Infectious Diseases) How do countries address communicable disease threats, both within and outside of their countries? Communicable diseases generally use vectors, fluid exchange, contaminated substances, or close contact to travel from an infected carrier to a healthy individual. Currently the ongoing Covid-19 pandemic is dominating the news, and there are calls for the international system (the IHR) to be better applied to this situation learning lessons from the past, including ongoing discussions around a potential global pandemic Treaty, enshrined in law. We will discuss the below during class: 1 - Zika virus (2015/16) OR Ebola crisis (2014) and	Readings for class discussion: International Health Regulations: read the IHR: http://www.who.int/ihr/publications/9789241596664/en/ Review IHR-related documents at: http://www.who.int/ihr/en/ Optional readings for class: International Health Regulations: skim the IHR: http://www.who.int/ihr/publications/9789241596664/en/ Review IHR-related documents at: http://www.who.int/ihr/en/ Final Report of the Interim Assessment Panel on WHO's Response to

	government/public health responses 2 - A critique of how this response compares to that for the current Covid-19 global pandemic. 3 – you will individually do some research on infectious diseases and upload to the discussion forum.	Ebola: http://who.int/csr/resources/publications/ebola/report-by-panel.pdf Zika is not the new Ebola: https://www.chathamhouse.org/expert/comment/zika-not-new-ebola http://www.sciencedaily.com/releases/2015/11/151123102102.htm And Google for Covid-19 data on countries!
Week 6	Power and Politics in Global Health We will be watching the documentary Poverty Inc during class 5.30pm. It lasts just over 90 minutes. After watching the documentary, please think about the 3 prompts below. Themes for you to consider as you watch the Documentary: 1) What are some of the issues with Structural Adjustment Policies/Programmes? 2) Are (Foreign) Aid programmes/projects a business? If so, how do we best mitigate against identified issues to enable us to best support in Humanitarian contexts? 3) Revisit your thoughts on Public Private Partnerships we covered a few weeks ago. Do you have any additional thoughts on them after you have watched Poverty Inc? [hint: Power and Politics in Global Health.....]	• None
Week 7	Mid Term Break	• Submission of Mid Term Task
Week 8	THE UNITED KINGDOM AND THE NATIONAL HEALTH SERVICE (NHS). This week we will be looking at the structure of the United Kingdom health care system: the National Health System (NHS) and some of its current issues. The second half of the lecture/discussion will specifically address health promotion related to HIV within a UK context.	For preparation: - Search newspapers/journals online to find one article published within the last month on the future of the NHS. - Research one community programme in the UK (can be awareness/prevention or treatment), and be prepared to present this. Readings: Explore the NHS website at: http://www.nhs.uk/Pages/HomePage.aspx •

MIDTERM ASSESSMENT/EXAM

Week 9	Part 1: Creating Global Health Policies using a Value-Based Health System Approach- Objectives: 1. Review health outcomes across WHO global health regions 2. Apply value-based health system framework to address a global health outcome in a specific context 3. Determine approaches to policy development to support value-based health system Framework 3: Value Based Health Systems. Part 2: Health Care in Germany and France and the Challenges of Palliative Care This week we will talk about two other key health care systems in Western Europe: those of Germany and France.	Part 1: • Please read the attached (Paul Farmer) paper ahead of class, and be ready to use it to develop and implement your policy during class. • We will be working in small groups. Part 2: Please read: 1) D. Green and B.Irvine, <i>Health Care in France and Germany: Lessons for the UK</i> (Civitas: Institute for the Study of Civil Society, London, 2001) Only Ch 1: 'France and Germany. The consumer's view', at http://www.civitas.org.uk/pdf/cs17.pdf 2) S. Thomson et al (eds), 'International Profiles of Health Care Systems, 2011'. The Commonwealth Fund, 2011. See the reports that correspond to France and Germany. care, both in these systems in particular and the challenge that they pose to European health care in general. Accordingly, during class we will work in groups - please find one journal or newspaper article addressing the challenge of aging and palliative care within Europe and be prepared to feedback to the group on this You could explore: - a particular country or group of countries and the ways in which this is managed in their health care systems - some estimates of rising costs and how countries are managing these - particular challenges around ageing, ie dementia, and innovative approaches (see http://www.theatlantic.com/health/archive/2014/11/the-dutch-village-where-everyone-has-dementia/382195/)
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		Garfield, R. L., J. R. Lave, and J. M. Donohue. 2010. "Health reform and the scope of benefits for mental health and substance use disorder services." <i>Psychiatric Services</i> 61:1081-1086.
Week 10	Part 1: Presentation of Jamaican Public Health Posters (in class) Final Presentation of your group Health Promotion and Prevention Posters. Posters should be A1 size and on screen. Please have the version of the poster ready to present and discuss on screen for the start of the class (e.g. load to your Google Drive so you can easily access). There should be 4 posters in total (1 from each group). Part 2: This week, we will be talking about the Eastern Europe/Central Asia region and mental health services. As a contribution for the class, it would be helpful to bring a specific challenge around mental health in a country in this region to discuss. As you will notice from the readings, research in this area can be challenging because of the lack of up to date statistics/publications as well as limited materials which are available in English - and so NGO publications are really valuable resources. Accordingly, I would like you to identify an NGO working in mental health somewhere in EECA (one example is http://www.gip-global.org/organization/) and look through its work and publication to select one issue to present to the class. Many of these will have political and human rights dimensions, so please do get as much information as possible to present the background. The more specific you can be the better - ie if possible, tell a story about what is happening in one country rather than describing an issue that affects several.	Part 1: At the start of the course, David Neita will join us in class to set out and discuss relevant Jamaican cultural context for the poster creation. Please arrange to meet up in your own time to create the poster. A suggested timetable is: 1) Ideas for topic of poster (Disease or Health-System based issue), along with a few bullets of evidence to justify your topic and why it is relevant 2) Design ideas for the poster - to discuss with David and Gurnam I suggest 1) and 2) are completed by early March ready to discuss in class. If you have any cultural and linguistic, artistic queries, please reach out to David directly to run ideas by him. 3) Creation of the poster and submission to the online portal on the Assessments page. The posters will be sent to the clinics in Jamaica so you can hopefully see them in action during your experiential placement. Part 2: Required readings: McKee M, Healy J, Falkingham J. <i>Health Care in Central Asia</i>. Buckingham: Open University Press, 2002. Available at: http://www.euro.who.int/_data/assets/pdf_file/0007/98386/E74484.pdf; (skim only; this is helpful background but obviously quite dated) McKee M et al. <i>Mental Health Policy and Practice Across Europe</i>. OUP, 2007. Available at: http://www.euro.who.int/_data/assets/pdf_file/0007/96451/E89814.pdf (again, skim the sections relevant to EECA regions) Read the sections on Eastern Europe in: http://ec.europa.eu/health/mental_health/docs/healthcare_mental_disorders_en.pdf Dlouhy M. Mental health policy in Eastern Europe: a

		comparative analysis of seven mental health systems. <i>BMC Health Services Research</i> 2014, 14:42. Available at: http://www.biomedcentral.com/1472-6963/14/42 ; Central Asia Regional Health Profile, at: http://www.academia.edu/4789762/Central_Asia_regional_health_profile Optional resources Explore the WHO European Region website page on mental health, at: http://www.euro.who.int/en/health-topics/noncommunicable-diseases/mental-health. Look particularly at some of the policy and priority areas. UNDP HIV, Health and Development page at: http://www.eurasia.undp.org/content/rbec/en/home/library/hiv_aids.html (this is not specific to mental health, but does provide some information about the region) http://ec.europa.eu/health/mental_health/docs/healthcare_mental_disorders_en.pdf "Kyrgyzstan struggles with rising mental health issues" at: http://centralasiaonline.com/en_GB/articles/caii/features/main/2010/01/23/feature-02
Week 11	Inequalities and Health We will do our Roundtable on Art you have identified to resonate with global/public/social health inequalities issues.	Over the course, we have discussed various examples of how art can explain, visualise, critique and reflect on pertinent, embedded types of inequalities that affect health and social inequalities, and much more. Please prepare and come to this session with you own piece of art/song/poem/lyrics/film clip/your own art that resonates with you on a challenging topic in global/public/social health inequalities. We will discuss each in a group setting during class. This is a safe and supportive classroom space and participants are free to leave if anything becomes too challenging for them. Some examples to think about - please review the below articles on current topical issues affecting BAME individuals in the health setting. Have a think of how we can improve this - 3 things you would like to implement. We will discuss in class. Minority Ethnic Doctors Less Likely to Get Specialty NHS Training Posts (medscape.co.uk) Rate of Maternal Mortality 3.7 Higher in Black Women Than White Women (medscape.co.uk)

Week 12	This session will cover a synoptic overview bringing the course components all together. We will also have a discussion session on careers in Global/Public Health. You will submit your final reports. We will continue the Health Inequalities roundtable (if not finished previous week).	Submission of Final 2500 Word report.
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REQUIRED READINGS:

NOTE: The course materials will be available electronically on Moodle, and will contain hand-out summaries, and chapter sections from a variety of sources, including either copies of, or references to, journal papers.

- Birn, A.E., Pillay, Y., and Holtz, T., Textbook of International Health. Global Health in a Dynamic World. Third Edition. (New York: Oxford University Press, 2009).

Optional readings on Public Health and Issues in Europe:

- DH- Department of Health. United Kingdom. Available at: <http://www.dh.gov.uk/health/category/policy-areas/public-health/>.
- Johnson J, and Stoskopf C, 2010. Comparative Health Systems, Global Perspectives.
- Kickbusch, Ilona. Identifying critical societal Public Health needs: In search of the public health paradigm for the 21st century. 2008 (available on-line)
- Marmot, M. Social determinants of health inequalities 2005. The Lancet, 365: 1099–1104.
- Schneider MJ. Introduction to Public Health, 2nd Edition. Jones and Bartlett Publishers, 2006.
- Smith, B; Tang, K; Nutbeam, D. 2006. WHO Health Promotion Glossary: new terms. Health Promotion International, 21 (4):340-354.
- The World Health Report, 2000.



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