

## Development Policy and Health

IPBH 3005 (3 credits / 45 hours)

### Switzerland: Global Health and Development Policy

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.*

#### Description

The course reviews contemporary public health issues, focusing on a few selected current priorities in global health. It explores how development impacts international and local health policy as well as the effects of such policies on local realities as they relate to the health sector in the developing world. The course reviews the roles international development as well as non-governmental agencies play in public health.

#### Learning Outcomes

The *Development Policy and Health Issues* course comprises 45 hours of instruction (3 credits). Upon completion of the course, students will be able to:

- Assess the impacts that policies and programs have on public health and health status;
- Identify the ways in which development health policy is informed and formulated, and public health interventions implemented;
- Analyze the roles of international organizations and NGOs in development policy and health programs;
- Illustrate the potential impacts of development projects on health under different scenarios;
- Explain the obstacles that development projects face in the developing world.

#### Language of Instruction

This course is taught in English, but students will be engaging local community members in French as part of the course and will be exposed to vocabulary related course content as well as the nuances of global health and development through in-country expert lectures and field visits.

#### Schedule

Students will be provided a detailed course schedule during orientation on the program. Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

Class time will include lectures, case studies, briefings at international organizations and NGOs, field visits and class discussions. Participation is expected in the form of questions and discussions pertaining to the class content and reflections/comparisons with reading material. Course evaluation includes an essay, a final exam, as well as participation in group discussions.

## **Module 1: Global Health Governance, Human Development and Environmental Sustainability**

The module includes a visit to World Health Organization (WHO), the United Nations agency which provides leadership in health by setting norms and standards, and monitoring health trends, among other things. It further elaborates on sustainable development, the notion and concept of human development as well as international development strategies directed at the protection of the natural and human environment with briefings with experts at the United Nations Development Program (UNDP), at the United Nations Environmental Program (UNEP), and at the South Centre, an intergovernmental policy research and analysis institution of developing countries.

### Session 1: Global health governance: a briefing at the World Health Organization (WHO) headquarters

The session is an introduction to global health governance. WHO staff will present the organization, its programmes, with a focus on one of the current public health priorities.

#### *Required Readings:*

World Health Organization. (1978). *Declaration of Alma-Ata: International Conference on Primary Health Care, Alma-Ata, USSR, 6–12 September 1978*.

Ottersen, O. P., Dasgupta, J., Blouin, C., et al. (2014). *The political origins of health inequity: prospects for change. The Lancet*, 383(9917), 630-667.

Harvard-WEF. (2011). *The Global Economic Burden of Non-Communicable diseases*. Report set 2011.

### Session 2: Development and health: a briefing at the United Nations Development Programme (UNDP)

UNDP is the UN agency for development helping to achieve the eradication of poverty, and the reduction of inequalities and exclusion. The organization assists countries to develop policies, leadership skills, partnering abilities, institutional capabilities and build resilience in order to sustain development results. As the lead UN development agency, UNDP is uniquely placed to help implement the Sustainable Development Goals (SDGs).

#### *Required Readings:*

*Sustainable Development Goals*. A UNDP booklet web

[https://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs\\_Booklet\\_Web\\_En.pdf](https://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf)

United Nations Office of the High Commissioner on Human Rights (OHCHR). *Transforming our World: Human Rights in the 2030 Agenda for Sustainable Development* Factsheet.

### Session 3: Environmental Protection and Sustainable Urban and Rural Development: a briefing at the United Nations Environmental Programme (UNEP)

UNEP is the leading global environmental authority that sets the global environmental agenda, promotes the coherent implementation of the environmental dimension of sustainable development within the United Nations system, and serves as an authoritative advocate for the global environment. During the session, students will learn about UNEP's contribution to the alleviation of emerging global threats to environmental and ecological sustainability, development and health.

*Required Reading:*

Rydin, Y., Bleahu, A., Davies, M., et al. (2012). *Shaping cities for health: complexity and the planning of urban environments in the 21st century*. *Lancet*, 379(9831), 2079.

Session 4: Development Concept and Practices: a briefing at the South Centre Headquarters

The South Centre is an intergovernmental policy research and analysis institution of developing countries. The session gives an overview of key sustainable development goals and emphasizes the importance of global health in a context of South-South cooperation.

*Required Reading:*

Alas., Munoz Tellez V. (2018) *Considerations for the effective implementation Of National Action Plans on anti-microbial resistance*. South Centre. Policy Brief No 53. September 2018.

[https://www.southcentre.int/wp-content/uploads/2018/09/PB53\\_Considerations-for-the-Effective-Implementation-of-National-Action-Plans-on-Antimicrobial-Resistance\\_EN-1.pdf](https://www.southcentre.int/wp-content/uploads/2018/09/PB53_Considerations-for-the-Effective-Implementation-of-National-Action-Plans-on-Antimicrobial-Resistance_EN-1.pdf)

Session 5: Geopolitical factors in Switzerland – The China’s Belt and Road Initiative

The session will address the geographical, demographic, historical, economic, political, and institutional parameters of their host country with specific attention to the geopolitical factors shaping Swiss national identity, its political independence from regional institutions such as the European Union, and the country’s neutral status and posture within the international system as it has developed over the past five hundred years.

The session will also review how the Chinese Belt and Road Initiative which aims to connect the Asian-Pacific Economic Area with the European Economic Area will affect global health.

*Required readings:*

CSS Analyses in Security Policy. *Swiss Neutrality: Rhetoric and Relevance*. CSS ETH Zürich Vol. 2-No 20-September 2007

Ruwei Hu, et al. (2017) *China’s Belt and Road Initiative from a global health perspective*. *Lancet* Vol 5 August 2017

**Module 2: International Development Perspectives**

The module is delivered during the international educational trip to Morocco. Students will have field visits and briefings at strategic national, international, and non-governmental agencies in the country’s capital city of Rabat and will contribute to a community health promotion activity in collaboration with the national health ministry and the Foundation ALTHEA.

*(A separate and more detailed program schedule of the study trip is distributed to students prior to the departure to Morocco.)*

*Required Reading:*

El-Zein, A., Jabbour, S., Tekce, B., et al. (2014). *Health and ecological sustainability in the Arab world: a matter of survival*. *The Lancet*, 383(9915), 458-476.

**Module 3: Health Care Systems and Selected Public Health Topics**

The module includes a comparison between different health care systems, and a review of a selection of public health topics, such as mental health, reproductive health, HIV-AIDS, and child labor.

### Session 1: Comparative public health systems

The session introduces and compares different national models of, and approaches to public health, particularly focusing on the public health systems of the U.S. and Switzerland, as well as industrialized countries members of the Organization for Economic Cooperation and Development (OECD).

#### *Required Readings:*

- Lorenzoni, L., Belloni, A., & Sassi, F. (2014). *Health-care expenditure and health policy in the USA versus other high-spending OECD countries*. *The Lancet*, 384(9937), 83-92.
- Squires, D. (2010). *International Profiles of Health Care Systems: Australia, Canada, Denmark, England, France, Germany, Italy, the Netherlands, New Zealand, Norway, Sweden, Switzerland, and the United States*. New York: The Commonwealth Fund 50 -53.

### Session 2: Global mental health and migrations

Students will visit the psychiatric clinic of the Geneva University Hospitals and have an interactive lecture with a lead psychiatrist and professor on global mental health and mental health in Switzerland, including issues related to vulnerable populations such as migrants and refugees.

#### *Required Readings:*

- Gilbert, H., Peck, E., Ashton, R., Edwards, N., & Naylor, C. (2014). *Service transformation: lessons from mental health*. The Kings Fund. February 2014.
- Eytan, A., Munyandamutsa, N., Mahoro Nkubamugisha, P., & Gex-Fabry, M. (2015). *Long-term mental health outcome in post-conflict settings: Similarities and differences between Kosovo and Rwanda*. *International journal of social psychiatry*, 61(4), 363-372.

### Session 3: Sexual and reproductive health

The United Nations Population Fund (UNFPA) is the United Nations sexual and reproductive health agency whose mission is to deliver a world where every pregnancy is wanted, every childbirth is safe, and every young person's potential is fulfilled. A UNFPA staff will present UNFPA programs, reviewing the additional challenges to deliver reproductive health interventions in humanitarian settings.

#### *Required reading:*

- Casey, SE., Chynoweth, SK., Cornier N. et al. (2015) *Progress and gaps in reproductive health services in three humanitarian settings: mixed methods case studies*. *Conflict and Health*, 2015,9(Suppl 1):S3

### Session 4: HIV-AIDS: a briefing at UNAIDS

UNAIDS, the joint United Nations Programme on HIV/AIDS, is an innovative partnership that leads the world in achieving universal access to HIV prevention, treatment, care and support. The session reviews the role of UNAIDS and progress in the global prevention and control of HIV-AIDS.

#### *Required Reading:*

- Maartens, G., Celum, C., & Lewin, S. R. (2014). *HIV infection: epidemiology, pathogenesis, treatment, and prevention*. *The Lancet*, 384(9939), 258-271.

### Session 5: Child Labor and public health

During this session, students will have a lecture by an independent expert and consultant of the International Labor Office (ILO) on its International Program for the Elimination of Child Labor (IPEC).

*Required Reading:*

Roggero, P., Mangiaterra, V., Bustreo, F., & Rosati, F. (2007). *The health impact of child labor in developing countries: evidence from cross-country data*. *American Journal of Public Health*, 97(2), 271-275.

#### **Module 4: Health, Food Culture, and Lifestyles**

The module elaborates on the links between health, food, nutrition, lifestyle, the politics of stakeholders' governance, and conflicts of interest. It also highlights the importance of addressing the risk factors for disease prevention.

##### Session 1: Impact of obesity on global public health

This session examines the impact of obesity on public health, the opportunities and challenges of preventing it in industrialized and developing countries.

*Required Reading:*

Kain, J., Cordero, S. H., Pineda, D., et al. (2014). *Obesity prevention in Latin America*. *Current obesity reports*, 3(2), 150-155.

##### Session 2: Breastfeeding and nutrition

The session addresses breastfeeding in a global health governance perspective and include a critical reflection on multi-stakeholder partnerships in the field of global health, including a discussion on conflicts of interests.

*Required Readings:*

Rollins & al (2016). *Why invest, and what it will take to improve breastfeeding practices?* *Lancet* 2016; 387: 491–504

Richter, J. (2005). Conflicts of Interest and Policy Implementation. *Reflections from the fields of health and infant feeding*. IBFAN-GIFA. Geneva.

Richter, J. (2014). *Time to turn the tide: WHO's engagement with non-state actors and the politics of stakeholder governance and conflicts of interest*. *BMJ*, 348, g3351.

##### Session 3: Food safety and whistleblowing

The session examines the risks for public health related to food safety reviewing opportunities and challenges of protecting whistleblowing in the field of public health and nutrition policies.

*Required Reading:*

Motarjemi, Y. *A battle in the name of food safety, public health and human rights (A case study)*. Conference paper presented at the European Parliament on the 16th April 2019. <https://www.w-t-w.org/en/award-for-journalists-whistleblowers-and-defenders-of-the-right-to-information/>

Motarjemi, Y. (2014) *Food safety and fraud*. *Food Safety Magazine* June July 2014

##### Session 4: Impact of alcohol on human health and youth populations

The session takes an epidemiological approach to alcohol and alcohol policies and explores its impact on physical and mental health with special attention to youth populations. Students will have a lecture by a lead medical expert from the cantonal hospital center in Lausanne (CHUV).

*Required Reading:*

Rehm, J., Gmel Sr, G. E., Gmel, G., et al. (2017). *The relationship between different dimensions of alcohol use and the burden of disease—an update*. *Addiction*, 112(6), 968-1001.

**Student Evaluation and Grading Criteria**

Evaluation will be based upon the following:

Description of Assignments:

Oral Exam (40%):

Each student will pick a random question and will have 5 minutes to prepare their presentation on it. A jury with two faculty members will listen to the student’s brief and ask a couple of questions in order to better grasp the student understanding of the question. The main themes and materials included in the exam will be cleared and reviewed in the review session that takes place prior to the exam.

Written Exam (50%):

This is an in-class non open book exam of about 3 hours computer-typed. Answers are to be drawn in essay format using the integrated approach and taking into account the required readings, lectures, briefings and notes from in-class discussions.

Class participation (10%):

Attendance and informed participation in all scheduled lectures, briefings, and review sessions are required. In the framework of review sessions, each student will provide a short presentation on a select required reading.

Assessment:

Oral Exam:	40%
Written Exam:	50%
Class Participation:	10%

Grading Scale

Grades are given both fairly and rigorously and in accordance with the system below. They will reflect a combination of quality of performance, progress made, the ability to take into account and assimilate the Academic Director’s and the teachers’ advice. An “A” letter grade reflects exceptional work, perfect combination of academic competences and personal research and analysis. It shows great ability to integrate field-based investigation and personal reflection into a structured and well-argued paper. A “B” letter grade reflects serious and methodical work as well as a substantial effort at analyzing and understanding cross-cultural issues. A “C” letter grade shows the work meets the requirements but needs more in-depth reflection and personal involvement. A “D” letter grade is insufficient and clearly reflects lack of work or serious deficiencies.

Grading Scale:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+

74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64%	F

## Expectations and Policies

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done according to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates, lecturers, local constituents we engage with on-site visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

**Academic Policies:** SIT prides itself on providing students with an experientially based program; we hold ourselves, and our students, to the highest of academic standards. Students are asked to refer to the **SIT Study Abroad Handbook** for policies on academic integrity, ethics, academic warning and probation, diversity and disability, sexual harassment and the academic appeals process.

**Disability Services:** Students with disabilities are encouraged to contact Disability Services at [disabilityservices@sit.edu](mailto:disabilityservices@sit.edu) for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.