

UCLA Fielding School of Public Health (FSPH)
Department of Health Policy and Management
HLT POL 230A & B

Health Economics: Low- and Middle-Income Countries' Perspectives

Winter/Spring 2019
Version 18 December 2018

Synopsis: Welcome! This course was co-developed with my UCLA colleague, Jack Needleman and our colleagues at the University of the Philippines, Manila (UPM), College of Public Health, Department of Health Policy and Administration. Profiles/short videos of each instructor will be posted on CCLE.

UPM graduate students will be taking the course for UPM credit. We will use a “flipped classroom” format, where students view pre-recorded lectures prior to attending class. Class will be conducted in-person and online, via Zoom with UP Manila—synchronously—our Thursday afternoon class time will be Friday morning for our UPM colleagues! The course also spans 2 quarters to align with the UPM semester system. Class time will be devoted to answering questions, discussion and small group breakouts.

The course will build your thinking on how micro-economic theories help us understand the determinants of health and the behaviors of consumers and providers in the health sector. Health economics offers a critical framework in evaluating the efficiency of health systems in improving the health of populations—a framework that is perhaps more critical in less resourced settings. For example, the health economics field provides public policy tools to evaluate the distributional benefits/penalties of policies such as sin taxes, and to assess the extent “market failures” motivate the role of governments in the financing, organization and delivery of health care. Unlike most health economics courses in US universities, which focus on the US and high income nations, what is special about this course is that it has an explicit emphasis on low and middle income country (LMIC) settings. And, with our colleagues at UPM, we will apply our skills and foundational knowledge of health economics to the Philippine context. Thanks to the FSPH Global Teaching Grant Program for supporting this pilot course.

When: Fridays: 4:00 pm – 6:00 pm (Los Angeles Time) 25 Jan 2019 – 10 May 2019
Saturdays: 8:00 am – 10:00 am (Manila Time) 26 Jan 2019 -11 May 2019
IMPORTANT: To keep the class synchronous to Philippine time, due to daylight savings time change, beginning March 10, 2019, classes will commence 1 hour later at 5pm and end 1 hour later at 7 pm.

Where: UCLA Center for Health Policy Research
10960 Wilshire Blvd, Suite 1550, between Veteran and Midvale
(off-campus but 10-15-minute walk from FSPH and near campus shuttle service stop)

Credits: Single course with in-progress grading structure: 4 units over 2 quarters

Major Requirements: This course satisfies the major requirement of health economics in the HPM MPH program.

Prerequisites: A pre-requisite or co-requisite of introductory microeconomic theory. In the Winter quarter, UCLA students can attend a lab offered in the HPM 236 course to review the fundamentals of microeconomic theory.

Instructor: Ninez Ponce, MPP, PhD; nponce@ucla.edu , Professor, Health Policy and Management
Director, UCLA Center for Health Policy Research

Office Hours: Standing Office Hours TBD as we poll availabilities of enrolled student. Office hours by appointment: please schedule with Ms. Hala Douglas: hkdouglas@ucla.edu.
Office hours will be either in 31-236C CHS or 10960 Wilshire Blvd. Suite 1550

The best way to contact me is via email nponce@ucla.edu.
Beginning January 9, 2019, please routinely check our CCLE site for announcements, course lectures, readings, discussion boards and more. <https://ccle.ucla.edu/> or access via MyUCLA: <http://my.ucla.edu/>

Musts: Even if you are attending in-person, please bring a laptop or tablet and headphones/earbuds to class as it facilitates online collaboration with our UP Manila colleagues. Please also have some Zoom basics under your belt before the first class, but we will devote a lot of time on testing the logistics and upgrading you to Zoom Pro in the first class. Please visit <https://ucla.zoom.us/>

Course Materials

- Readings—articles, book chapters, case discussions, video lectures and tutorial will be made available via CCLE.
- For your library—We will draw material from:
 - Smith R, Hanson K (eds) Health Systems in Low- and Middle-Income Countries: An Economic and Policy Perspective. Oxford University Press, 2012
 - Escobar ML, Griffin C, Shaw RP (eds). The Impact of Health Insurance in Low- and Middle-Income Countries. edited by Brookings Institution Press 2010
 - Phelps, C. Health Economics 5th edition, Routledge, 2016. {note earlier editions are fine and may be available as pdf online}
 - Glied, S., Smith P. The Oxford Handbook of Health Economics. Oxford University Press, 2011
 - World Development Reports: <http://www.worldbank.org/en/publication/wdr/wdr-archive>

Grading Scale

Letter Grade	Percentage	Letter Grade	Percentage
A+	98-100%	C+	77%-79.9%
A	93%-97.9%	C	73%-76.9%
A-	90%-92.9%	C-	70%-72.9%
B+	87%-89.9%	D	60%-69.9%
B	83%-86.9%	F	0%-59%
B-	80%-82.9%		

Course Assignments

As this course involves team teaching with my colleagues at University of the Philippines, Manila, some of the details of our course content are still being finalized. I will post the instructions on CCLE as soon as they are available.

40% Individual Essays/Short Problem Sets

You will submit 4 individually but encouraged to work with classmates using online collaboration tools. The schedule will be posted on CCLE. The assignment will be due 1 week after the assignment posts on CCLE, unless otherwise noted.

Problem Set #1—10 points—Mapping Consumer Preferences Market Demand curves

Problem Set #2---10 points—Market Failures Externalities & Sin Taxes

Essay—20 points: 750-1000 words demonstrating the application of the theory of elasticity on the demand of primary care for a country, and commenting how this differs in comparing the OECD and LMIC settings.

40% Group Projects

You will be assigned to work with a group of UPM students. Minimum 2. The details will be posted no later than the first week of February, 2019. Each Group Assignment will be a total of 20 points each. Each student's grade will reflect a group grade (95%) and average peer grading of each participant (5%).

#1—20 points: Create a relevant public health video/automated powerpoint that discusses the economic debates on health as a human capital model in LMICs.

#2—20 points: Create a relevant public health video/automated powerpoint that describes a healthcare financing problem in LMIC—the specific assignment will be announced by February 2019.

10% Class participation

A key learning expectation is promoting collaborative learning among your classmates across two different institutions. Productive participation means active and respectful listening, identifying and communicating themes voiced from multiple perspectives, identifying salient debates, articulating problems that we're trying to solve and offering examples and resources that will advance our collective learning. In a 2-hour discussion format, realistically, not all voices will be heard, but there will be online opportunities and group presentations to demonstrate your engagement. A total of 10 points will be awarded for class participation.

10% Individual Questions from Flipped Classroom Material

As noted on the syllabus, for some weeks, each student will be required to submit 3 discussion questions based on the posted materials—lectures, videos, prior to the class. These discussion questions ensure the student’s viewing and assimilation of course materials prior to the class time, and provides opportunities for instructors to clarify and advance the student’s learning of the course materials. At the end of the course, each student will be awarded up to 10 points reflecting complete participation. Achieving fewer than 10 points reflects incomplete or inadequate demonstration of review of materials posted. We will limit classroom viewing time for materials to be on average, 30 minutes per week. There will be some weeks where it will include a lecture and short 3 minute videos, and will require up to 1 hour of viewing, but there will also be some weeks where the lecture will be provided in class and will require minimal pre-class work.

Learning Objectives & Competencies

Below are course learning objectives from the course and how these map to FSPH and HPM competencies. Specific learning aims by Module are provided in the Course Schedule and Topics.

Learning Objectives	Competencies
Conduct comparative analyses of demand for health, health care and health insurance in two health systems—one in a higher income country and the other in an LMIC.	<p>FSPH</p> <p>Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities</p> <p>HPM MPH Policy & Management Tracks</p> <p>Understand and evaluate private and government roles in the financing, regulation, and delivery of healthcare</p>
Gain skills in economic analysis tools that can be applied to health policy design, decisions and evaluation.	<p>FSPH</p> <p>Evaluate policies for their impact on public health and health equity</p> <p>HPM MPH Policy & Management Tracks</p> <p>Analyze economic decisions related to healthcare organizations and the health care system</p>
Learn how burden of disease analytics are used in economic evaluations.	<p>FSPH</p> <p>Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.</p> <p>HPM MPH Policy & Management Tracks</p> <p>Analyze economic decisions related to healthcare organizations and the health care system</p> <p>Apply problem-solving skills to improve functioning of organizations and agencies in health systems</p>
	<p>FSPH</p> <p>Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities</p>

Learning Objectives	Competencies
Understand economic determinants of health and health equity within LMIC settings and between richer and poorer economies	<p>Evaluate policies for their impact on public health and health equity</p> <p>HPM MPH Policy & Management Tracks</p> <p>Analyze economic decisions related to healthcare organizations and the health care system</p>

Course Schedule & Topics

This is a tentative schedule and subject to change, with schedule and content adjustments posted on CCLE.

Session	Topics	Assignments & Learning Aims
Module 1: Microeconomic theory of Health Sector “Bootcamp Module”		<ul style="list-style-type: none"> Gain/reinforce microeconomic theory skills Apply microeconomic tools in evaluating the demand for health, medical care and health insurance in the health care market Conceptualize how economic tools can be applied to health care systems in LMICs
Jan 25/26 Ponce & Faraon	Introduction and Why LMICs and UCLA UPM collaboration? Preferences and Utility, and Budget and Constraints (Utility maximization)	<p>Before class:</p> <ul style="list-style-type: none"> Watch: “How to Read a Paper” by Jack Needleman Watch “How to write a Policy Memo” by Ninez Ponce Read: Mills, A. Health Care Systems in Low- and Middle-Income Countries, N Engl J Med 2014; 370:552-557 Watch: Lecture on US vs. Philippine Health System Watch: “Indifference Curves” tutorial Submit 3 Q’s on readings or video tutorials 48 hours before class. Accept Zoom invitation for scheduled meetings from instructor. <p>During class:</p> <ul style="list-style-type: none"> Upgrade to Zoom pro. Introductions both for UCLA and UPM

Session	Topics	Assignments & Learning Aims
		<p>students.</p> <ul style="list-style-type: none"> • Discuss article and lectures assigned. • Complete short survey assessing previous microeconomics training and knowledge, LMIC personal and work experience.
<p>Feb 1/2 Ponce & Faraon</p>	<p>Preferences and Utility, Budget and Constraints (Utility maximization) (continued)</p>	<p>Before class:</p> <ul style="list-style-type: none"> • Watch: “From Indifference curves to Market Demand curve” tutorial • Watch: “Edgeworth Box” tutorial President Trump’s and President Duterte’s preferences • Watch: Lecture on Demand for Health • Review: Problem Set #1 • Submit 3 Q’s on readings or video tutorials 48 hours before class. <p>During class:</p> <ul style="list-style-type: none"> • Come prepared for discussion • Ask questions on HW assignment.
<p>Feb 8/9 Ponce & Garcia</p>	<p>Supply and Demand Elasticities</p>	<p>Before Class:</p> <ul style="list-style-type: none"> • Review Assignment #2 on Tracing Market Demand Curves from indifference curves & elasticities • Read: Article from Philippines on elasticities • Watch “Computing and interpreting elasticities” tutorial • Watch Lecture: “Demand for Medical Care and Health Insurance” • Watch: “Adverse Selection and Moral Hazard” tutorial • Submit 3 Q’s on readings or video tutorials 48 hours before class. <p>During class:</p> <ul style="list-style-type: none"> • Come prepared for discussion • Submit Problem Set #1
<p>Feb 15/16 Ponce</p>	<p>Market Failures & Choices under Uncertainty</p>	<p>Before Class:</p> <ul style="list-style-type: none"> • Read Article: “Arrow, K. J. 2001. Uncertainty and the welfare economics of medical care. 1963. <i>J Health Polit Policy Law</i> 26 (5):851-83. • Read Harvard case study on Sin Taxes in the Philippines

Session	Topics	Assignments & Learning Aims
		<ul style="list-style-type: none"> • Watch “Externalities” tutorial • Watch “Principal Agent” tutorial • Watch lecture “Market Failures in Health Care Market” • Submit 3 Q’s on readings or video tutorials 48 hours before class. • Think of 3 examples of Market Failures in US or Philippines to discuss in class • Review Assignment #2 <p>During class:</p> <ul style="list-style-type: none"> • Come prepared for discussion. • Ask questions on HW assignment.
Module 2: Microeconomic theory of Health Sector “Production and Distribution of Health”		Use an economic framework on the following topics: <ul style="list-style-type: none"> • Measuring Health Utility • Health as Human Capital • Measuring Inequality and Inequity in Health and Health care
Feb 22/23 Ponce & Faraon	Health as Human Capital and Inequalities in Health and Healthcare & Global and Country level burden of disease	<p>Before Class:</p> <ul style="list-style-type: none"> • Read Glied, S., Smith P. The Oxford Handbook of Health Economics. Oxford University Press, 2011 <ul style="list-style-type: none"> ○ Ch. 6 Boli, K. Health Production ○ Ch. 35 van Doorslaer E and van Ourti T. Measuring Inequality and Inequity in Health and Health Care • Read Grossman, M. The Human Capital Model of the Demand for Health. Michael Grossman NBER Working Paper No. 7078 Issued in April 1999 • Watch lecture: Health as Human Capital • Watch Lecture: Inequalities in Health and Health care • Review Group Assignment # 1 • Submit 3 Q’s on readings or video tutorials 48 hours before class. <p>During class:</p> <ul style="list-style-type: none"> • Come prepared for discussion. • Work with small group on Group Assignment #1. • Submit Problem Set #2

Session	Topics	Assignments & Learning Aims
<p>March 1/2 Ponce & Garcia & Guest Speakers for UCLA Universal Coverage Symposium</p>	<p>Health Systems in Low and Middle Income Countries, Organization and Structure (brief discussion of health systems in US and other developed countries)</p>	<p>Before Class:</p> <ul style="list-style-type: none"> • Read: Glied, S., Smith P. The Oxford Handbook of Health Economics. Oxford University Press, 2011 • Ch. 3: Mills, A. Health Systems in low and Middle Income Countries • Ch. 21: Barnighausen T, Bloom D. The Global Health Workforce • Ch. 22: Danzon P. The Economics of the Biopharmaceutical Industry • (Re) Watch: Lecture on US vs. Philippine Health System • Submit 3 Q's on readings or video tutorials 48 hours before class. <p>Further Readings, Assignments and Specific Instruction TBD</p> <p>During class:</p> <ul style="list-style-type: none"> • Come prepared for discussion & small group breakouts.
<p>Mar 7/8 Garcia & Ponce</p>	<p>Measuring Health Utility and Global and Country level burden of disease</p>	<p>Before Class:</p> <ul style="list-style-type: none"> • Read: Glied, S., Smith P. The Oxford Handbook of Health Economics. Oxford University Press, 2011 • Ch. 33 Rowen D. and Brazier R. Health Utility Measurement • Read: TBD Readings on Philippines NCDs, ID, Tobacco, Sugar • Watch: The DALY Show (James Kahn, UCSF) • Submit 3 Q's on readings or video tutorials 48 hours before class. <p>During class:</p> <ul style="list-style-type: none"> • Come prepared for discussion. • Present Group Assignment #1 • Work with small group on group assignment #1.
<p>Module 3: Microeconomic theory of Health Sector "Inputs to Health Systems":</p>		<p>Understand the LMIC perspective on:</p> <ul style="list-style-type: none"> • Global Health Workforce • Essential Drugs • Hospitals and Primary Care
<p>March 15/16</p>	<p>Hospital and</p>	<p>Before Class:</p>

Session	Topics	Assignments & Learning Aims
Macinko & Garcia	Primary Care and other organizational inputs (with comparative components)	<ul style="list-style-type: none"> • Read: Bitton A, Ratcliffe HL, Veillard JH, et al. Primary Health Care as a Foundation for Strengthening Health Systems in Low- and Middle-Income Countries. <i>J Gen Intern Med.</i> 2017 May;32(5):566-571. • Read: Macinko J, Dourado I, Aquino R, et al. Major expansion of primary care in Brazil linked to decline in unnecessary hospitalization. <i>Health Aff (Millwood).</i> 2010 Dec;29(12):2149-60. • Read: Macinko J, Starfield B, Erinosho T. The impact of primary healthcare on population health in low- and middle-income countries. <i>J Ambul Care Manage.</i> 2009 Apr-Jun;32(2):150-71. doi: 10.1097/JAC.0b013e3181994221. Review. • Read: McCord C, Kruk ME, Mock CN, Cherian M, von Schreeb J, Russell S, English M. Organization of Essential Services and the Role of First-Level Hospitals. In: <i>Essential Surgery: Disease Control Priorities, Third Edition (Volume 1)</i>. Washington (DC): The International Bank for Reconstruction and Development / The World Bank; 2015 Apr. Chapter 12. Debas HT, Donkor P, Gawande A, Jamison DT, Kruk ME, Mock CN, editors. • Watch: Lecture on Organization of Health Care • Review Essay Assignment • Submit 3 Q's on readings or video tutorials 48 hours before class. <p>Further Readings, Assignments and Specific Instruction TBD</p> <p>During class:</p> <ul style="list-style-type: none"> • Come prepared for discussion & small group breakouts. • Come with questions on Assignment #4
<p>IMPORTANT: Due to UCLA Daylight Savings time change, beginning March 10, 2019, classes will commence 1 hour later at 6:00 pm and end 1 hour later at 7:00 pm.</p>		

Session	Topics	Assignments & Learning Aims
<p>March 22/23 Ponce and Canila</p>	<p>Workforce & Migration</p>	<p>Before Class:</p> <ul style="list-style-type: none"> • Read: Arah OA, Ogbu UC, Okeke CE. Too Poor to Leave, Too Rich to Stay: Developmental and Global Health Correlates of Physician Migration to the United States, Canada, Australia, and the United Kingdom. <i>American Journal of Public Health</i>. 2008;98(1):148-154. doi:10.2105/AJPH.2006.095844. • Read: Lorenzo FM1, Galvez-Tan J, Icamina K, Javier L. Nurse migration from a source country perspective: Philippine country case study. <i>Health Serv Res</i>. 2007 Jun;42(3 Pt 2):1406-18. • Read: Aiken LH1. US nurse labor market dynamics are key to global nurse sufficiency. <i>Health Serv Res</i>.2007 Jun;42(3 Pt 2):1299-320. • Watch: Lecture on Workforce and Migration • Submit 3 Q's on readings or video tutorials 48 hours before class. <p>Further Readings, Assignments and Specific Instruction TBD</p> <p>During class:</p> <ol style="list-style-type: none"> 1. Come prepared for discussion & small group breakouts. 2. Essay Assignment Due
<p>March 22 & March 30—No Class: UCLA Finals Week and Spring Break</p>		
<p>April 5/6 Moucheraud (to be confirmed)</p>	<p>Essential Drugs, with a brief intro to Pharmaceutical Economics</p>	<ul style="list-style-type: none"> • Read: Acosta A, Ciapponi A, Aaserud M, Vietto V, Austvoll-Dahlgren A, Kösters JP, Vacca C, Machado M, Diaz Ayala DH, Oxman AD. Pharmaceutical policies: effects of reference pricing, other pricing, and purchasing policies. <i>Cochrane Database Syst Rev</i>. 2014 Oct 16;(10):CD005979. doi: 10.1002/14651858.CD005979.pub2. • Watch: Lecture on Essential Drugs • Submit 3 Q's on readings or video tutorials 48 hours before class. <p>Further Readings, Assignments and Specific Instruction TBD</p>

Session	Topics	Assignments & Learning Aims
		<p>During class:</p> <ol style="list-style-type: none"> 3. Come prepared for discussion & small group breakouts.
Module 4: Microeconomic theory of Health Sector “Payment and Financing”		<ul style="list-style-type: none"> • Understand payment models for health insurance coverage in LMICs • Analyze the expected impact of the program design of the PhilHealth—the Philippines’ public health insurance coverage program on gaining universal effective coverage.
April 12/13 Needleman	Provider Payments	<p>Before Class:</p> <ul style="list-style-type: none"> • Read: Glied, S., Smith P. The Oxford Handbook of Health Economics. Oxford University Press, 2011 <ul style="list-style-type: none"> ○ McGuire: Ch. 25 Physician Agency and Payment for Primary care ○ Christianson and Conrad: Ch. 26 Provider Payment and Incentives • Review : Group Assignment # 2: Presentation “What should the path for expanding the health care system and insured health care be as GDP grows?” • Watch lecture: Hospital and Provider Payments • Submit 3 Q’s on readings or video tutorials 48 hours before class. <p>During class:</p> <p>Come prepared for discussion & small group breakouts.</p>
April 19/20 no class UPM Spring Break		
April 26/27 Macinko	Universal Effective Coverage	<p>Before Class:</p> <ul style="list-style-type: none"> • Read: Savedoff WD, de Ferranti D, Smith AL, Fan V. Political and economic aspects of the transition to universal health coverage. Lancet. 2012 Sep 8;380(9845):924-32. • Read: Reich MR, Harris J, Ikegami N, Maeda A, Cashin

Session	Topics	Assignments & Learning Aims
		<p>C, Araujo EC, Takemi K, Evans TG. Moving towards universal health coverage: lessons from 11 country studies. Lancet. 2016 Feb 20;387(10020):811-6.</p> <ul style="list-style-type: none"> • Read: The Impact of Health Insurance in Low- and Middle-Income Countries. edited by Maria-Luisa Escobar, Charles C. Griffin, R. Paul Shaw. Brookings Institution Press 2010 <ul style="list-style-type: none"> ○ Ch1, Maria-Luisa Escobar, Charles C. Griffin, R. Paul Shaw. Why and How Are We Studying Health Insurance in the Developing World? ○ Ch 2: Giedoion and Diaz, A Review of the Evidence • Watch Lecture: What Universal Effective Coverage Means • Submit 3 Q's on readings or video tutorials 48 hours before class. • (Re) Review : Group Assignment # 2: Presentation on “what should the path for expanding the health care system and insured health care be as GDP grows?” <p>During class: Come prepared for discussion & small group breakouts.</p>
May 3 /4	Group Presentation Preparation	Use week and class time to prepare for group presentation.
May 10/11 Ponce and Garcia	Group Presentations & Wrap Up	<p>Before Class:</p> <ul style="list-style-type: none"> • Meet with group • Pre-record Group Presentations <p>During Class:</p> <ul style="list-style-type: none"> • Group Assignment presentations

Student Resources for Support and Learning

Safety: There may be events threatening student safety on campus both here and in the Philippines, and classes may be cancelled. Student safety is the priority. I will alert students via email on the plan of action.

Providing feedback to me: This is a new effort where we are piloting new course content and new learning formats (flipped classes, online format, and synchronous web-based discussion with a Philippine university). We will surely encounter several curricular and logistical challenges. As we will embark on this pioneering effort together, I encourage your feedback at any time throughout the course about things that are helping you learn, or things that aren't helping and offer ways that we can improve the course to better support student learning.

Academic Accommodations Based on a Disability: Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310)825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

Title IX Protections: Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1st Floor Wooden Center West, CAREadvocate@caps.ucla.edu, (310) 206-2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491. Faculty and TAs are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator should they become aware that you or any other student has experienced sexual violence or sexual harassment.

Campus Resources and Support Services around UCLA Available to Students

1. Bruin Resource Center: Includes services for transfer students, undocumented students, veterans, and students with dependents. <http://www.brc.ucla.edu/>
2. Center for Accessible Education (Formerly Office for Students with Disabilities): A255 Murphy Hall: (310) 825-1501, TDD (310) 206-6083; <http://www.cae.ucla.edu/>
3. Counseling and Psychological Services Wooden Center West: (310) 825-0768 www.caps.ucla.edu
4. Dashew Center for International Students and Scholars 106 Bradley Hall: (310) 825-1681 www.internationalcenter.ucla.edu
5. **Lesbian, Gay, Bisexual and Transgender Resource Center Student Activities Center, B36:** (310) 206-3628 www.lgbt.ucla.edu
6. **Library:** Get help with your research, find study spaces, attend a workshop, rent a laptop, and more. Learn more: <http://www.library.ucla.edu/>

Student Resources for Professional Career Development

National Organizations: AcademyHealth, the Consortium of Universities in Global Health and the American Public Health Association are three stellar examples of professional organizations that engage students in opportunities for research, mentorship, networking, community support, and other early career development experiences. Each have national conferences as venues to present your work, join interest groups or participate in job banks and professional career development panels and student chapters (AcademyHealth).

Global Health Certificate: This course can apply to the requirements for the Global Health Certificate administered by the Center for Global and Immigrant Health. For more information, please go to: www.cgih.ucla.edu.