HPM 260: WORLD HEALTH

UCLA SCHOOL OF PUBLIC HEALTH
PROGRAM IN HEALTH POLICY AND MANAGEMENT

Spring 2017
World Health Assembly in Geneva: May 22-27, 2017

Instructor
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PRE-REQUISITES
• Enrollment in/Completion of: HPM 240
• Completion of the Geneva Logistics test (available on CCLE)

COURSE DESCRIPTION
This course investigates the way health is organized and administered at the global level by integrating students directly into the World Health Assembly (WHA), the decision-making body of the World Health Organization. At WHA, delegates from WHO Member States determine WHO policies for the year, supervise financial policies, and review and approve the programme budget for WHO. Students will engage with the diverse organizations, consortiums and networks engaged in global health and be directly integrated into the international diplomacy processes governing health and global health funding. This course will allow students to apply the knowledge and skills from their MPH coursework to engage in and analyze global policy and administration processes. Students are required to make and fund their own travel arrangements.

COURSE OBJECTIVES
At the completion of this course, students will be equipped with knowledge, skills and abilities to:
• Apply theory, analytical skills, and problem-solving methods to address policy challenges
• Share and pursue rich discussions regarding lessons learned from field experiences
• Discuss current strengths and weaknesses in existing global health governance
• Contribute to global policy processes in an appropriate manner

Learning Assessment | Due Date | Points
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NGO Statement(s) | April 18 | 20
Policy Brief(s) | May 16 | 20
Blog Series | June 1 | 40
Participation | ongoing | 20

Resources for writing policy briefs:

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1 This course is adapted from a course created by Heather Wipfli from the University of Southern California and Katherine DeLand from the World Health Organization.
<table>
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<tr>
<th>Objective</th>
<th>FSPH Competencies</th>
<th>Assessment Method(s)</th>
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<tr>
<td>Apply theory, analytical skills, and problem-solving methods to address management and policy challenges</td>
<td>K2.8/L2.2. Systems Thinking: Recognizes system level properties that result from dynamic interactions among individuals, groups, organizations, communities, and environments. K3.8/L3.11. Analyzes interest group and stakeholder concerns.</td>
<td>Instructor assessment of preparation for and participation in class discussions; policy briefs and NGO statements; blog posts</td>
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<td>Share and pursue rich discussions regarding lessons learned from field and work experiences</td>
<td>E4. Discuss the policy process for improving the health status of populations. F5. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. F7. Identify public health programs and strategies that are responsive to the diverse cultural values and traditions of the communities being served. F8. Engage in dialogue and learning from others to advance public health goals. F16. Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems. K4.1/L4.1 Prepares well-written, effective, convincing managerial reports, including brief and precise executive summaries. K4.3/L4.3. Tailors effective and culturally appropriate written and oral messages. K4.4/L4.4. Uses various methods to communicate effectively. K4.6/L4.6. Builds relationships and collaborates with colleagues and constituents.</td>
<td>Instructor assessment of preparation for and participation in class discussions; student and instructor evaluation of engagement with the delegation; instructor evaluation of student blogs</td>
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<td>Discuss current strengths and weaknesses in existing global health governance</td>
<td>K1.1 Understands quality of care, patient safety, and other performance indicators in the context of the U.S. and international systems.</td>
<td>Instructor assessment of policy briefs and NGO statements; student engagement with the delegation; student blogs</td>
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<td>Contribute to global policy processes in an appropriate manner</td>
<td>F5. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. F8. Engage in dialogue and learning from others to advance public health goals. K4.6/L4.6. Builds relationships and collaborates with colleagues and constituents.</td>
<td>Instructor assessment of policy briefs and NGO statements; student engagement with the delegation; student blogs</td>
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Readings
Students will be provided with numerous background documents and papers that they will be required reading in preparation for the trip. Readings include, but are not limited to, background information on organizations and stakeholders, published literature, draft action plans for consideration, discussion papers, fact sheets, and summary papers. Readings are subject to change year-to-year based on the WHA agenda and background documents disseminated by WHO.

Participation
Active engagement during trip at the World Health Assembly, interviews with participants and delegates, and any other tasks required by delegations.

Submitting Work
Every file you submit should be titled in the same way: Lastname_document title_date
For example, if was submitting my policy brief and I wanted to name it “policy brief,” I would title the file: Erskine_policybrief_April10. Documents that are not labeled in this way will be returned to you to be renamed. If this causes them to be late, points will be deducted.

Online Information and Participation
Because this class is focused on developing preparing for an important trip and timely feedback and exchange is required, we will be using CCLE for posting most assignments and discussions.

Classroom Contribution
Students learn from each other as well as from the instructor. The diversity of settings and experiences of the students contributes to class learning. Therefore, class contribution and attendance are required. Class contribution grades will reflect your attendance and quality of participation in class discussions and your timely submission of intermediate deliverables.

Academic Integrity
Please visit the UCLA Dean of Students for information regarding academic integrity and the honor code at http://www.deanofstudents.ucla.edu/integrity.html
Course Schedule
Note: this schedule is tentative and may change based on the WHA agenda to be released as well as side-event agendas from affiliated organizations.

Tuesday, April 4: Course Meeting
5:00 PM – 7:00 PM: Introduction of faculty and students, overview of program, logistics and course expectations

Tuesday, April 18: Course Meeting
5:00 PM – 8:00 PM: In-depth discussion on WHA and program agenda, background papers, and action plans

Tuesday, May 16: Course Meeting
5:00 PM – 8:00 PM: In-depth discussion on WHA and program agenda, background papers, and action plans

Geneva Schedule
Sunday, May 21: Introduction and Registration
1:00 PM: Meet at XX
1:30 PM: Travel to WHO Headquarters
2:00 PM: Register WHA delegates and pick up badges

Monday, May 22: Opening of the World Health Assembly
8:00 AM: Meet at Appia Bus stop (corner of Avenue Appia and Route de Pregny) to enter WHA as a group.

Tuesday, May 23 – Wednesday, May 31: World Health Assembly
Students are expected to arrive at Palais des Nations for the WHA by 8:30 AM each day; the assembly begins at 9 AM and will close at 5pm. Following the assembly students will be attending side events and discussions until approximately 10pm each night.

Note: Side events and detailed WHA schedules will be available from WHO in March and April 2017.