PUBP 757-001  
Fall Semester 2017  

Public Policy in Global Health and Medical Practice  
Classroom 470  
Founders Hall  
Tuesdays from 16:30 to 19:10  
Arlington Campus,  
Schar School of Policy and Government [SSPG]  
George Mason University  

(Email: anicogos@gmu.edu Website: Policy-csimpp.gmu.edu)  

Please note that  

1. All materials including PowerPoint presentations will be posted on the Blackboard [https://mymasonportal.gmu.edu/.../login?action.], and  
2. Portable technology [laptops, tablets and cellphones] are welcome in class, as long they are used for classroom and academic purposes: students might be asked to assist the faculty with on-line research to facilitate discussions and enhance knowledge.  

Purpose of PUBP 757/758  

September 11, 2001 triggered major and continuously evolving medical, economic, political and societal changes. Medical and public health needs are becoming more complex, exhibiting significant changes in emphasis between the first and second decades of the 21st Century. The PUBP 757/758 are restructured to address these political and policy changes to  

• Provides an insight into the international medical and health policy challenges in a globalizing and evolving world of health care and preventative medicine. From unmet challenges for migrants and refugees to women’s health, technological breakthroughs, and psychosocial impacts of war and terrorism, medical and public health policy requires careful assessments and evidence gathering. The H.R.1831 - Evidence-Based Policymaking Commission Act of 2016114th Congress (2015-2016) heralds a new era of awareness that policy should be underpinned by evidence.  
• Address medical novel technological socioeconomic and health policy impacts and inform political debate [such as CRIPR/cas9, AI and robotics]  

The PUBP content is updated annually to:
1. Provide insights into medical policies, processes, evidence and interdependencies.
2. Explore principles applicable to the planning, management, and priority setting for national and international health policy programs/projects, and
3. Understand policies and practices that could violate ethics, human rights and/or foster health disparities and social inequalities.

PUPB 757/758 Expectations

1) General
At the conclusion of the semester student should be able to:
1. Present a concise evidence based policy discussion paper on a topic in the areas of national, global medical and health policy and interdependencies.
2. Identify current and trending major medical and health challenges.
3. Identify and evaluate for the strength of evidence relevant peer reviewed literature, and
4. Apply the four tenets, listed below, to the process for policy development and advocacy:
   a. scientific evidence,
   b. political trends and
   c. ethical and legislative considerations
These important “tenets” are emphasized throughout the semester; underpin class discussions and final semester research papers [please refer to the end of the syllabus for the guideline on the semester paper].

2) Class Specific
Students are expected to:
1. Get familiar with the assigned reading materials. Class discussion [as stated in the syllabus] and presentations are based on these readings.
2. Participate in discussions of the reading assignments at the end of each class, and
3. Ensure that all class assignments [including final semester research paper] conforms to the prescribed format, is succinct and written in a grammatically correct style [it is important to proof read the assignments before submission], and include:
   a. Relevant scientific and technical peer reviewed reference materials, supporting critical issues discussed or included in the research papers,
   b. Ethical considerations of proposed policies, and
   c. Political and legislative considerations (see diagram)
PUBP 757 Learning Objectives

1. Historical context of medical and health policies and practices, such as:
   a) Medical/public health concept evolution,
   b) Implications of natural and human-made disasters on medical/public health policy formulation, and
   c) Growing importance of environmental and ecological changes and impacts on public health, policy, and medical practice (i.e. “One Health” and global spread of infections),
2. Principles for translating biomedical knowledge into practice, and implications to priority setting for resource allocation, and
3. Public policies and laws relevance to public health practices in diverse cultures
   • Present a concise discussion paper on a topic in global medical and health policy.
   • Identify major global medical and health challenges.
   • Identify and evaluate for the strength of evidence relevant peer reviewed

Class Reading Assignments

Readings are from the following textbooks [please note that the copyright date might be a year later than the publication release]:

Primary Textbooks
Optional textbooks for supplemental

Journals
1. World Medical and Health Policy Journal
2. Journal of Travel Medicine
3. Journal of Preventive Medicine
4. Journal of Biosecurity and Bioterrorism
5. American Journal of Public Health

Other materials and assignments will be provided during the classes for student references. In some instances the student is referred to the web site for reading materials.

Course Outline [topics dates might change based on the faculty availability: a rare event]

Each session will consist of lectures and class discussions. Several guest lecturers will participate during this semester. Reading refers to the textbooks or Journals described in the previous section and indicated by the numbers [see section above] representing the text and chapters/sections. It is expected that students will read the assigned materials prior to the classes. Study material [assignments, due dates and scheduled discussions] are included in the syllabus and listed with individual lectures. As a courtesy please try to attend the guest faculty lectures which are very informative, and will emphasize the practical aspects of the course.

Grading Criteria

The semester grade is based on the combined markup of the two discussion papers and the end of semester research paper. Additional consideration includes student participation in class discussions based on the questions listed in the Syllabus.

1. Participation in class discussions and the two case studies is 30% of the final grade, and
2. The semester research paper, [please inform the instructor of the topic], is 70% of the final grade. The research paper topic can be selected from one of the class subject areas. The student is responsible for the research materials and the content of the paper. The contents, the depth, and scope of the literature searches
and citation relevance leading to policy conclusions, [describing social, economic an international impacts and outcomes], and limitations and bias.

Class Discussions, Presentations and Case Study

The students will present the pros, and cons for implementing the recommended policy developed for each discussion assigned. All students are expected to participate in discussions and provide the instructor with two to four pages, single-spaced.

1. First class discussion: A forty-five minutes discussion session will be held during the semester. The class instructor will provide a current medical policy topic of public interest at least one week before the scheduled event. The students will research the evidence supporting or refuting the health and/or medical policy topic. [two pages]
2. End of Semester class discussion: The students will be provided with a discussion topic at least 2 weeks prior to the event. Each student is required to prepare a position paper (to be submitted to the instructor in an electronic format). Papers should not exceed four single spaced pages.
3. The following is the content outline to be followed:
   a. Objective [the question selected.]
   b. Background [A brief introduction addressing the knowledge base and historical background and the strength of the peer reviewed citations]
   c. Methods [search words, search engines, inclusion criteria, rating approach]
   d. Results [Interpretation of the literature searches, which includes the number of references meeting the inclusion criteria, and their strength of evidence: the robustness will be defined by a qualifier such as: strong, good, fair, poor or not available1],
   e. Discussion will include:
      ▪ The prevailing political climate (globally and in the region/country under consideration),
      ▪ The ethical considerations associated with policy solutions offered,
      ▪ The legislative background of the topic under consideration.
   f. A Conclusion describing the strength of the evidence and/or applicability to support a policy/standard of practice.
   g. A brief description of the limitations and bias of the research paper applicability to support a policy/standard of practice [primarily describing the adequacy of the knowledge base], and
   h. Six most recent peer reviewed references on the subject matter [meeting the inclusion criteria, and minimize the use of non-peer reviewed references including websites].

Lectures Schedule

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1 The evidence rating scale will be provided with the assignment
(8-29) Lecture 1: Introduction to PUBP 757 and Historical Overview of Global Medical and Health Policy

Learning objective: Understand the history of medicine, including public health, and its relationship to modern health policies and practices (Reading 1: Chapter 2; Reading 3: Chapters 3, 4 and 5)
(Faculty: Arnauld Nicogossian)

Class Discussions
1. Identify the most important historical milestones in medical and health policy
2. Discuss differences between national, international, and global health policy formulation and implementation

(9-5) Lecture 2: Introduction to Global Health and Medical Policy Formulation

Learning objective: Become familiar with ethical and evidence base approach to policy formulation
(Reading 1: Chapter 1; Reading 4: Chapters 1 and 2)
(Faculty: Arnauld Nicogossian)

Class Discussions
1. State major achievements in international and global public health and practices:
3. Describe what you consider evidence-based medical and health policy.
4. What are the most important/useful measures and indicators of population health?

(9-12) Lecture 3: Medical Policy Development and Administration: Focus on Homeland Health Security

Learning objective: Understand the process of U.S medical and public health policy development
(Reading 1, Chapt. 8, 12, and13; Reading 2, Part 1 and 2)
(Faculty: Jeffrey Stiefel, Office of Health Affairs, Department of Homeland Security)

Class Discussions
1. Describe the goal of public health and the decision process leading to improved community health.
2. Discuss what you consider the most important elements of the public health awareness, preparedness, response and resilience.

(9-19) Lecture 4: Psychosocial impacts of Bio-terrorism and Disasters

Learning objective: Understand the hidden social impacts and cost of terrorism, bio-terrorism and disasters (includes war on terrorism) (Reading 1: Chapter 9, Reading 2: Chapt.4)
(Faculty: Arnauld Nicogossian)
Class Discussions
1. Prioritize the psychological consequences of disasters (from most common to least likely manifestations)?
2. Describe accepted practices and policies designed to cope with the mental risks and illness in the aftermath of disasters?

(9-26) Lecture 5: Global governance implication to health and medical policy: “a tool of foreign policy?” – Study of Iraq’s Health Care system
Learning objective: Explore the political benefits of using medicine for providing humanitarian assistance and global capacity building
(Reading 1: Chapters 16 & 17; Reading 4: Chapter 5)
(Faculty: Dr. Shakir Jawad, USUHS)
[Assignment for the first discussion distributed]

Class Discussions
1. Discuss a recent example of medical practice or public health intervention used as a tool of foreign policy? [Medical diplomacy]
2. Describe how the USG decides on the use of biomedicine to improve international relations

(10-3) Lecture 6: Case Study in public health policies formulation and application in an international setting: travel, transportation, commerce and disease containment
Learning objective: Address prevention, preparedness and response to epidemics/pandemics and terrorism
(Reading 1: Chapter 5)
(Faculty: Arnauld Nicogossian)
Class Discussion
1. Discuss the
   a. Impact of modern travel on the spread of infections
   b. Importance and origins of quarantine legislation
   c. Modern quarantine practices, legislation and the role of medical police powers
2. Describe the impact of influenza pandemic on the critical infrastructure.

(10-9/10) Columbus Day Recess: No Tuesday Class

(10-17) Lecture 7: Exploring Global Terrorism and Bio-terrorism a Threat to the Public Health Preparedness and Continuity of Operations
Learning objective: Address the burden of the terrorist threats on the health care system
(Reading 2: Part 1)
(Faculty: Arnauld Nicogossian)
Class Discussions
1. Describe the medical and health care systems impacts of terrorism.
2. Outline how a nation can prepare for and respond to terrorist attacks.
3. What is the role of health and medical services in crisis management of disasters and bioterrorism?
4. Describe major legislations dealing with all hazards/ terrorism and their political implications

[Class discussion assignment 1 due to the faculty in electronic format COB]


Learning objective: Understand the biological differences of sex, gender and sex-based medical practice and policy formulation and impact of disparities on health care delivery and outcomes
(Reading 1: Chapter 4; Reading 4; Chapter 9 & 10)
(Faculty: Arnauld Nicogossian)

Class Discussions
1. Explore the importance of including biological sex differences in clinical research and medical care and reasons for considering these differences.
2. Which one(s) of these differences should be included in medical/health policy formulation and development?
   a. Only maternal and child health is important
   b. Is limiting the process to the reproductive health sufficient for developing global policy?
   c. Is adapting adult male health information to women health programs an acceptable policy development practice?

(10-31) Lecture 9: Emerging concepts in global health “One Health” and Medical diplomacy.

(Reading 1: Chapters 13)
(Faculty: Arnauld Nicogossian)

Learning Objectives
1. Discuss emerging concept of integrating human and animal health, and
2. Understand the relationship of the environment, human activities and global health security

Class Discussions
1. Discuss the importance of the one health concept to address population’s health
2. Describe the infrastructure required for successful public health interventions

[Class discussion 1]
(11-7) Lecture 10: Emerging Technologies, E-Health and Distance Learning in Epidemiological Monitoring: Policy and Legal Considerations
Learning objective: Address the benefits of information technology in health care and public health
(Reading 4, Chapter 16)
(Faculty: Jonathan Linkous, Former American Telemedicine Association CEO)
[End of Semester Class discussion assignment to be provided]

Class Discussions
1. Cite examples of how telemedicine may help improve global public health.
2. Explain how telemedicine may change traditional ways of medical practice in the future.
3. Discuss ethical and policy unresolved issues in telemedicine, e-health and electronic health records.

(11-14) Lecture 11: Disparities, a case study: Violence a major concern for global public health
Learning objective: Recognize the social impact of violence, disparities and prevention
(Reading 1, Chapter 8)
(Faculty: Arnauld Nicogossian)

Class Discussions
1. Explain how violence affects public health and its infrastructure.
2. Discuss different settings in which violence occurs
3. Identify an effective policy approach, to prevent and control violence in the workplace, and
4. Discuss different settings in which violence occurs

(11-21) Lecture 12: Hospital Disaster Preparedness and Response: Policy and Practices
Learning objective: Explore the process and best practices to all hazard planning and preparedness in health care settings
(Reading 2: Parts 2 and 3)
(Faculty: Daniel Hanfling, INOVA Health System)

Class Discussion
1. Describe the process of policy formulation, which would improve preparedness planning response and recovery.
2. Discuss such polices and how they might help before, during and after a local incident or a large-scale disaster.

November 24-27 Thanksgiving Recess

[End of Semester Class Discussion Assignments due COB, in electronic format to the instructor]

Learning objective: Explore best practices for a successful medical capacity building and leadership
(Reading 1, Chapters 15 and 17)
(Faculty: Arnauld Nicogossian)

Class Discussion
1. Elaborate on the role of globalization on public health and creation of health disparities.
2. Discuss how globalization can be used to improve global public health

[End of semester discussion due COB in electronic format]

(12-5) Class 14: Semester Summary and Final Class discussions
Learning Objective: Review the major global medical challenges and policy formulation process addressing evidence, ethics and politics

(12-7) Semester papers due COB (Please submit electronically)

A Final Research Paper is required

The suggested outline for the paper and explanations are presented below. The suggested organization of the paper will help with critical thinking when evaluating and developing health/medical policies. It will help to describe the scientific/technical basis for the proposed policy. The paper length including references should be 15 to 30 pages (double spaces).

- Format:
  i. Title page (include student name and course)
  ii. Table of Contents
  iii. Abstract ½ page
  iv. Purpose: 1 sentence
  v. Introduction and Background: 1 to 2 pages
  vi. Methodology: ½ to 1 pages
  vii. Results: ½ to 1 page
  viii. Discussion: 1 to 3 pages
  ix. Conclusions: ½ to 2 pages (include policy recommendations)
  x. Bias and limitations (one paragraph)
  xi. Supporting Bibliography [peer reviewed articles meeting the inclusion criteria]

2. Format/Content Explanations
   - Table of Contents (organization)
   - Abstract (A summary of the body of the paper: please use the headings from the body of the paper)
• Introduction/Background (Explain the objective/problem to be addressed and reasons for selecting the topic based on the published literature)
• Methodology (Evidence gathering and sources of information cited in the paper. All materials should be in the public domain. Describe the search words, search engines, citations inclusion criteria and subjective strength of evidence rating scale)
• Results (number of citation meeting the selection criteria and the strength of evidence)
• Discussion (Understanding of the issue and context, Originality, and Maturity of the findings)
  o Policy Context (Discuss the Robustness of the Evidence and the Political, Scientific Legislative and Ethical implications of proposed plan of action/policy)
• Conclusions (Summary)
• Bias and limitations (knowledge gaps and opinions not supported by published evidence)
• Citations (depth of research: please minimize the use of websites and try not to cite Wikipedia; use search engines for peer reviewed literature)

3. Selection of a topic and relevance to the PUBP 757: The topics below are not all inclusive but should always relate to policy and are presented in priority order; policy is the underpinning factor; global means that you could choose any country. They are shown in priority order.
   a. Public Health/Medical Policy
   b. International or Global considerations Policy
   c. Disasters and/or humanitarian assistance Policy or Practices
   d. Economic and Societal Impacts Policy


SPP Policy on Plagiarism and the GMU Honor Code

It is imperative that all university rules and regulations for citing and presenting the work from the published literature are adhered to during the preparation of the class assignments and especially the semester papers. Sensitive or other materials from sources not in the public domain or have not been officially cleared for public dissemination should not be used.

The profession of scholarship and the intellectual life of a university as well as the field of public policy inquiry depend fundamentally on a foundation of trust. Thus, any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the School of Public Policy. It constitutes a serious breach of professional ethics and it is unacceptable.

Plagiarism is the use of another’s words or ideas presented as one’s own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another’s work. Honesty and thoroughness in citing sources is essential to professional
accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence, and claims are critically examined.

Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen, but it is also wrong because it constitutes lying to one’s professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.

The faculty of the School of Public Policy takes plagiarism seriously and has a zero tolerance policy. Any plagiarized assignment will receive an automatic grade of “F.” This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student’s transcript. For foreign students who are on a university-sponsored visa (e.g. F-1, J-1 or J-2), dismissal also results in the revocation of their visa.

To help enforce the SPP policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the school subscribes. Faculty may, at any time, submit student’s work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The SPP policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it. (see: sspg masters student guide)

Students with special needs

If you are a student with special needs or a disability and you need academic accommodations, please see the instructor as soon as possible and contact the Disability Resource Center (DRC) at 993-2474. All academic accommodations must be arranged through the DRC.

Student/Faculty Meeting Scheduling/Availability

1. 15:00 every Tuesday prior to class in room 549, Arlington Campus [except on the days where outside faculty will be teaching. Hours will be 1500 until 1700]
2. Other times should be arranged in advance (Please make appointments during classes or email at least 3 days in advance to anicogos@gmu.edu)

Contact
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