



COURSE SYLLABUS

PUBLIC HEALTH POLICY AND PRACTICE IN CHINA (Core Program Course)

Alliance for Global Education
Public Health Policy and Practice Program in Shanghai

Suggested US semester credit hours: 3 credits

IFSA-Butler/Alliance course code: PUBH 315 / POLS 315

Course length: Semester

Delivery method: Face to face

COURSE DESCRIPTION

Tremendous progress has been made in public health policy and practice in China as the country experienced rapid and profound economic, social and political changes in the past decades. This has attracted researchers and policy practitioners from around the world to study China's health system, policy and population health. The course provides an overview of different areas of current health policy and practice in China, and introduces the students to major concepts and progress of health policy and health development—from the national population policy to the prevention and control of epidemics. Topics include caring for an aging population, child and maternal health, health literacy, and regional and urban/rural variations in health. Readings and resources from health sciences and political science foster an interdisciplinary structure to the course. The setting of Shanghai provides a dynamic learning environment and “laboratory” for local examination of national issues and cultural practices.

STUDENT LEARNING OBJECTIVES

This course includes the following goals for students:

- Understand the definition and basic theory of health system and health policy.
- Analyze the major challenges of health system in China.
- Provide comprehensive overview of China's reproductive health, with an emphasis on current issues and challenges.
- Examine the state of health and discuss key demographic factors and how they relate to global health.
- Explain the contemporary issues in health policy at national and local levels.
- Review the lessons and experiences in controlling major communicable and non-communicable diseases at local and global scale.
- Deliberate on potential paths to meet these challenges individually and collectively.
- Become familiar with resources available for research on public health policy and practice in China.



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- Demonstrate understanding of the cultural considerations surrounding study of public health policy and practice in China.
- Make connections between learning in this course and other learning experiences in the Alliance for Global Education Program in Public Health Policy and Practice in Shanghai.

COURSE SCHEDULE

The following schedule indicates the weekly discussion topics, related readings, and assignments for this course. Students are encouraged to bring their prior learning experiences into class discussions and to make connections between this course and others whenever possible. Theories of experiential learning and integrative learning therefore undergird the dynamic learning environment of this course.

Session 1: An overview of the concept of health, health indicators, and system

- Definition of health, health indicators and health system
- Six blocks of health system
- Data and statistics on health system
- Definition of health policy

Session 2: Introduction to Chinese health system and health policy

- Health development status in China
- Evolution of Chinese health system
- Health policy making in China
- Recent health system reform in China

Session 3: Population Health and Aging

- Transition of population
- Transition of disease
- Driving factors of health transition
- Population ageing challenges and Its Potential Impact
- Long-term care

Session 4: Tuberculosis in China

- Basic concepts of tuberculosis
 - SDGs and END-TB targets
 - Epidemiology of tuberculosis: global burdens, strategies, progresses and challenges
- Epidemiology and control of tuberculosis in China



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Session 5: HIV/AIDS in China

- Contextual background of the HIV/AIDS epidemic in China
 - Major trends and interventions
 - Emerging and involvement of international and local grass-root NGOs
- Research proposal due*

Session 6: National maternal and child health program

- IMR, Under 5 MR, MMR trend and disparity
- National MCH policy: achievements and experiences
- Determinants and challenges
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Session 7: Midterm Exam

Session 8: Comparison between US and China's public health practices

Session 9: China and global health

- Definitions of global health and global health governance
- Five element of global health governance
- Aid effectiveness
- China's involvement in global health development aid

Session 10: Healthy lifestyle in China

- Health literacy: trend and challenges
- Lifestyle transition
- Prevention for unhealthy lifestyle

Session 11: Health education and health promotion

- Concept of health education and health promotion
- National policy and program on health education and health promotion (e.g. Tobacco control, healthy cities movement, M-health)

Session 12: National immunization program

- Disease burden of infectious disease in China
- Evolution of national immunization program
- Implementation of national immunization program
- Impact of national immunization program

Session 13: National non-communicable diseases program

- Disease burden of NCD in China



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- Epidemiology of biological risk factors and behavioral risk factors
- National strategy for NCD prevention and control
- National programs for NCD prevention and control

Session 14: Final presentations

- Final presentations
 - Concluding questions and comments
- Research paper due*

COURSE MATERIALS

- Kathryn H. Jacobsen. *Introduction to Global Health* 3rd Edition: 2018.
- Li X, Lu J, Hu S, Cheng KK, et al. *The primary health-care system in China*. *Lancet*. 2017 Dec 9;390(10112):2584-2594.
- World Health Organization. *Global tuberculosis report: 2017*.
- Unaid. *Global AIDS Update: 2016*.
- GBD 2016 Mortality Collaborators. *Global, regional, and national under-5 mortality, adult mortality, age-specific mortality, and life expectancy, 1970-2016: a systematic analysis for the Global Burden of Disease Study 2016*. *Lancet*. 2017;390(10100):1084-1150.
- GBD 2016 Causes of Death Collaborators. *Global, regional, and national age-sex specific mortality for 264 causes of death, 1980-2016: a systematic analysis for the Global Burden of Disease Study 2016*. *Lancet*. 2017;390(10100):1151-1210.
- United Nations development program. *The Sustainable Development Goals* (<http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>).
- Karen Glanz, Barbara K. Rimer, K. Viswanath. *Health behavior and health education*. Theory, research, and practice (5th edition). Jossey-bass: 2015.
- Chunhua He, Li Liu, Yue Chu, et al. *National and subnational all-cause and cause-specific child mortality in China, 1996–2015: a systematic analysis with implications for the Sustainable Development Goals*. *The Lancet Global Health*, 2017;5(2):e186-e197.

ASSIGNMENTS AND EVALUATION METHODS

Participation:

Students are expected to attend all sessions of the course unless there are emergencies or medical reasons. For each class session, students must complete the required readings. All students shall participate actively and intelligently in class discussions. Thoughtful comments, interesting questions, and provocative insights will be highly valued. Participation grades include attendance, engagement in discussion, civility and respect.



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Midterm Exam:

The Midterm exam will be closed book, held in class for an hour and a half, and involves writing short essays answering questions related to the topics and concepts important to the subjects of this course.

Research Project:

This research project will enable students to learn in greater depth about particular public health policy and practice topics that interest them. A typewritten research paper, 10-12 double-spaced pages (not including references), on an approved topic. Each student will be given about 25 minutes to present in class during the final week of the course. You are expected to write on a topic related to the course and the paper should be analytical research paper. It may be analysis of an issue related to public health, or a survey of literatures related to a specific course theme, or a case study of an event, among other possibilities. To receive approval, you are required to submit a proposal (no more than 5 pages long) via email to the teachers. In your proposal, please specify your topic, your key research questions or the purpose of your paper, your approach to the topic and provide a summary of key referenced literatures.

Grading:

Your performance in this course will be assessed through the following, and your final grade will be determined by the percentages indicated:

- Class Participation: 15 %
- Midterm Exam: 25 %
- Research proposal: 15 %
- Research Paper: 25%
- In-class presentation: 20%

Alliance programs utilize the follow standard grading policy well accepted by most US institutions.

Excellent	A	93-100%	Good	B+	87-89%	Acceptable	C+	77-79%
	A-	90-92%		B	83-86%		C	73-76%
				B-	80-82%		C-	70-72%
						Unsatisfactory	D+	67-69%
							D	63-66%
							D-	60-62%



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Failing	F	<60%
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COURSE POLICIES

Deadlines:

All work must be completed and handed-in on time in order to receive full credit. If you are ill and are not able to hand an assignment in on time, you should notify the instructor by email before the deadline, and we will make alternative arrangements.

Exams and Assignments:

Students are required to take all regularly scheduled exams in courses for which they are registered, and to submit all assignments on time. Any compelling academic, personal, or medical reason that might justify a rescheduled exam or assignment must be brought up to both the Resident Director and course faculty. Failure to take scheduled exams or submit the requisite assignments for a course will adversely affect your grade as per the stated grading criteria for each course.

Classroom Conduct:

Student punctuality is extremely important in China. Please do not be late for classes or other activities, as it is considered impolite to do so. It is improper to eat in class, to engage in other activities such as texting, or to slump or nap. Students are expected to be alert and engaged as a sign of respect for their professors.

ATTENDANCE

Everyone benefits by learning from each other; if students are not present, it affects everyone and negatively impacts the program. Attendance is required for all classes and mandatory field visits; attendance will be recorded. Students must notify their instructors and the Resident Director ahead of their absence from class or class-related activities. Class participation is expected and is a contributing factor to students' final course grades. Students' grades will be reduced one grade increment for more than two unexcused absences.

ACADEMIC INTEGRITY

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic



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misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

IFSA-Butler takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other forms of academic dishonesty, you may receive a failing grade for the course and disciplinary action may result. The incident will be reported to the IFSA-Butler resident director as well as your home institution.

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