

2022 SNU International Summer Program

M2199.000900 Pandemic Crisis and Global Health Policy

Summer 2022

Day and Time: Monday, Wednesday, Thursday (12pm-3pm)

3-credit hours

Classroom: TBA

Office Hour: Thursday 10am-11am (Online, by appointment)

Instructor

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Course description

This course examines conceptual frameworks and key issues of health system and policy with a global perspective. It then examines the impact of the COVID-19 and various policy measures for the preparedness and response to a pandemic. Health system and policy, such as financing, service delivery, workforce, and governance, are deeply embedded in the history, political and socioeconomic context of each country. This course explores health (e.g. confirmed cases, fatality rates) and socioeconomic (e.g. economic growth, employment) consequences of COVID-19 as well as the pandemic's impact on the vulnerable population (e.g. people with disabilities, refugees/immigrants) and gender equity in high-income versus low and middle-income countries. In addition, it analyzes the key characteristics and the role of health system and policy of each country in responding to the COVID-19 pandemic. Further, this course introduces global efforts to respond to the pandemic, and discusses ethical issues that should be considered in making pandemic response policies and strategies.

Learning objectives

By the end of the course, students will be able to do the following:

- Understand key concepts and issues of health system and health policy
- Describe the health and socioeconomic consequences of pandemics
- Explain the role of health system and policy in controlling pandemic crisis
- Reflect on ethical issues in responding COVID-19 pandemic

Course format

- Students will obtain the basic knowledge on each session topic through reading assignments. The first half of each class will be spent on the instructor's lecture (focused on the gist of the session topic and introducing expanded concepts and recent

trends beyond the reading materials). The second half will be spent on class activities including 1) role playing, 2) live polling, 3) group discussion and impromptu presentations, etc.

Course materials

There is no required textbook for this course. All of the required readings for each session (listed under the detailed course syllabus) will be provided through the eTL ahead of time.

Course requirements

Attendance

- Students are expected to attend all classes. In case of unavoidable absence, students should let the instructor or TA know ahead of time.
- 3 points (out of 20 points in total) will be deducted per one absence. A final grade of “F” will be automatically issued, if students are absent for more than 5 classes.

Reading assignments

- All students are expected to read all reading materials before attending class.

Class participation

- Students are expected to proactively participate in group discussion and other class activities.

Group presentation for Case Studies (group work)

- The class will be divided into 4-6 groups (depending on the final size of the class).
- Each group will sign-up for one of the countries selected for Case Studies, analyze the country’s responses to pandemic, and present their work during Sessions 10 and 11.
- Each group should submit their presentation PPT file (paper not required) through eTL, by July 20, 2021 at 11am.
- Further guidance will be provided by the instructor throughout the course.

Final exam

- There will be a final exam (closed-book) on July 29, 2021.

Assessment of performance

- A total of 100 points are possible in this course. Grading will be based on the following performance:
 - Class attendance: 20
 - Class participation (group discussion and other activities): 10
 - Group presentation for Case Studies: 30
 - Final exam: 40
- Final assessment will be based on S/U grading scheme.
 - S = Satisfactory (75 points or over out of 100 required)
 - U = Unsatisfactory (lower than 75 points)

At-a-Glance Course Calendar

Session (Date)	Topic	Class activity	Class Format*
Session 1 (6/29/22)	Introduction	Self-introduction	Face-to-face (FTF)
Module 1: Overview of the key concepts			
Session 2 (6/30/22)	Pandemics: the basics	Video clip watching Class discussion	FTF
Session 3 (7/4/22)	Public health and health systems	Video clip watching Group discussion	FTF
Session 4 (7/6/22)	Global health policy	Video clip watching Group discussion	FTF
Session 5 (7/7/22)	Analysis of global health policy	Root-cause analysis Group discussion	FTF
Module 2: Impact of COVID-19 pandemics on health and livelihoods			
Session 6 (7/11/22)	Health consequences of COVID-19 pandemic	Using a covid-19 database Group discussion	FTF
Session 7 (7/13/22)	Socioeconomic consequences of COVID-19 pandemic	Video clip watching Group discussion	FTF
Session 8 (7/14/22)	COVID-19 pandemic and the vulnerable	Video clip watching Group discussion	FTF
Session 9 (7/18/22)	COVID-19 pandemic and gender	Video clip watching Group discussion	FTF
Module 3: Case Studies - Responses to COVID-19 pandemic			
Session 10 (7/20/22)	Case studies I (high-income countries)	Group presentation	FTF
Session 11 (7/21/22)	Case studies II (low- and middle-income countries)	Group presentation	FTF
Session 12 (7/25/22)	Global-level responses to COVID-19 pandemic [incl. guest lectures]	Attending guest lectures / Q&A sessions	Online (zoom)
Session 13 (7/27/22)	COVID-19 vaccines-related policy	Role playing	FTF
Session 14 (7/28/22)	COVID-19 pandemic and ethical issues	Devil's advocate type discussion	FTF
Wrap-up			
Session 15 (7/29/22)	Final exam (closed-book written exam)	--	FTF

* Subject to changes depending on the COVID-19 situation

Detailed Course Schedule

Session 1	Introduction	6/29/22
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Topics:

- Course overview/administration
- Icebreaker (self-introduction)
- Short introduction to global health and pandemic crisis

Class activity:

- Self-introduction – How did I become interested in pandemics and global health policy?

Reading assignments:

Koplan JP, Bond TC, Merson MH, Reddy KS, Rodriguez MH, Sewankambo NK, Wasserheit JN; Consortium of Universities for Global Health Executive Board. Towards a common definition of global health. *The Lancet*. 2009; **373**(9679):1993-5.

Stuckler D, McKee M. Five metaphors about global-health policy. *The Lancet* 2008; **372**(9633):95-7.

Session 2	Pandemics	6/30/22
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Topics:

- History and examples of pandemics
- Key epidemiological concepts associated with pandemics
- Understanding dynamics of pandemics
- Social determinants of and measures against pandemics

Class activity:

- Watching a short video clip on what pandemic is and how pandemics spread

Reading assignments:

Madhav N, Oppenheim B, Gallivan M, Mulembakani P, Rubin E, Wolfe N. Chapter 17. Pandemics: risks, impacts, and mitigation. In: Disease Control Priorities: Improving Health and Reducing Policy, 3rd edition, 2017; 315-345.

Peeri NC, Shrestha N, Rahman MS, Zaki R, Tan Z, Bibi S, Baghbanzadeh M, Aghamohammadi N, Zhang W, Haque U. The SARS, MERS and novel coronavirus (COVID-19) epidemics, the newest and biggest global health threats: what lessons have we learned? *International Journal of Epidemiology* 2020; **49**: 717-26.

Supplementary readings (optional):

Paul E, Brown GW, Ridde V. COVID-19: time for paradigm shift in the nexus between local, national and global health. *BMJ Global Health*. 2020; **5**(4): e002622.

UNFPA. Coronavirus Disease (COVID-19) Pandemic UNFPA Global Response Plan, Revised June 2020. New York: UNFPA, 2020.

Kim SY, Min KD, Jung SM, Russell LB, Toscano C, Minamisava R, Andrade ALS, Sanderson C, Sinha A. Cost-effectiveness of maternal pertussis immunization: Implications of a dynamic transmission model for low- and middle-income countries. *Vaccine*. 2021; **39**(1):147-157.

Session 3	Public health and Health systems	7/4/22
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Topics:

- Definition of public health
- Types of health systems
- WHO's framework for health systems strengthening
- Role of health systems in controlling pandemics

Class activity:

- Watching a short video clip on what health system is, and how to strengthen and adapt health systems to address COVID-19
- Group discussion – What should be the role of a country's health system under an ongoing pandemic? What challenges are expected for a health system in a resource-poor setting, under an ongoing pandemic?

Reading assignments:

WHO. Everybody business: strengthening health systems to improve health outcomes: WHO's framework for action, 2007.

Hafner T, Shiffman J. The emergence of global attention to health systems strengthening. *Health Policy and Planning* 2013; **28**(1):41-50.

Supplementary readings (optional):

Mills A. Health care systems in low- and middle-income countries. *New England Journal of Medicine* 2014; **370**(6):552-7.

Murray CJ, Frenk J. A framework for assessing the performance of health systems. *Bulletin of the World Health Organization* 2000; **78**(6):717-31.

Session 4	Global health policy	7/6/22
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Topics:

- Basic concepts: policy, public policy, health policy, and global health policy
- Health policy framework
- Contexts and processes of policymaking in global health

- Governance and key actors in global health policy

Class activity:

- Watching a short video clip on health policy
- Group discussion – How globalization has affected the context for global health? Who are key actors seeking to develop health policy at the national and global levels? What are the mechanisms for policy transfer between the national and global levels?

Reading assignments:

Buse K, Mays N, Walt G. Making health policy: Chapter 1. The health policy framework, McGraw-Hill Education (UK), 2012.

Buse K, Mays N, Walt G. Making health policy: Chapter 8. Globalizing the policy process (pp.152-166). McGraw-Hill Education (UK), 2012.

Supplementary readings (optional):

Frenk J, Moon S. Governance Challenges in Global Health. *New England Journal of Medicine* 2013; **368**(10):936-42.

Session 5	Analysis of global health policy	7/7/22
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Topics:

- Frameworks and theories for health policy analysis
- Tools and data for analyzing global health policy
- Challenges in analysis of global health policy

Class activity:

- Watching a short excerpt of the World Health Assembly (WHA 74) session on COVID-19 response
- Group practice – A root cause analysis of the spread of COVID-19
- Class discussion – Impromptu presentation by each group on their analysis results and open discussion

Reading assignments:

Walt G, Shiffman J, Schneider H, Murray SF, Brugha R, Gilson L. ‘Doing’ health policy analysis: methodological and conceptual reflections and challenges. *Health policy and planning* 2008; **23**(5): 308-17.

Collins T. Health policy analysis: a simple tool for policy makers. *Public Health* 2005; **119**(3): 192-6.

Supplementary readings (optional):

Buse K. Addressing the theoretical, practical and ethical challenges inherent in prospective health policy analysis. *Health policy and planning* 2008; **23**(5): 351-60.

Marmor T, Wendt C. Conceptual frameworks for comparing healthcare politics and policy. *Health Policy* 2012; **107**(1): 11-20.

Session 6	Health consequences of COVID-19 pandemic	7/11/22
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Topics:

- Impact of COVID-19 on health of people in high income and low- and middle-income countries
- Impact of COVID-19 on health systems in high income and low- and middle-income countries

Class activity:

- Watching a short video clip on what COVID-19 is and a short timeline of its development
- Group practice – Visit the IHME database of COVID-19 and extract data on the health consequence measures for the country selected for group presentations.
- Group discussion – When compared with the global-level estimates, why the country's consequences are better or worse?

Reading assignments:

Bambra C, Riordan R, Ford J, Matthews F. The COVID-19 pandemic and health inequalities. *Journal of Epidemiology and Community Health* 2020;**74**(11):964-968.

Okereke M, Ukor NA, Adebisi YA, Ogunkola IO, Favour Iyagbaye E, Adiola Owbor G, Lucero-Prisno DE 3rd. Impact of COVID-19 on access to healthcare in low- and middle-income countries: Current evidence and future recommendations. *International Journal of Health Planning and Management* 2021; **36**(1):13-17.

Supplementary readings (optional):

Baker T, Schell CO, Petersen DB, Sawe H, Khalid K, Mndolo S, Rylance J, McAuley DF, Roy N, Marshall J, Wallis L. Essential care of critical illness must not be forgotten in the COVID-19 pandemic. *The Lancet* 2020; **395**:1253-4.

Ehrenberg JP, Zhou XN, Fontes G, Rocha EM, Tanner M, Utzinger J. Strategies supporting the prevention and control of neglected tropical diseases during and beyond the COVID-19 pandemic. *Infectious Diseases of Poverty* 2020; **9**:1-7.

Session 7	Socioeconomic consequences of COVID-19 pandemic	7/13/22
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Topics:

- Impact of COVID-19 on poverty, employment, and trade

- Impact of COVID-19 on education, social protection, and food security

Class activity:

- Watching a short video clip on global inequalities highlighted by COVID-19
- Group discussion – For the country that your group selected for the group presentation, choose a sector and discuss the socioeconomic impact of COVID-19 in the country focused on the chosen sector

Reading assignments:

UN. Policy Brief: The World of Work and COVID-19. *UN Publication* 2020; 1-27.

UN. Policy Brief: The Impact of COVID-19 on Food Security and Nutrition. *UN Publication* 2020; 1-23.

Supplementary readings (optional):

Bottan N, Hoffmann B, Vera-Cossio D. The unequal impact of the coronavirus pandemic: Evidence from seventeen developing countries. *PLoS One* 2020; **15**(10):e0239797.

UN. Brief #2: Putting the UN Framework for Socio-Economic Response to COVID-19 into Action: Insights. *UN Publication* 2020; 1-19.

Session 8	COVID-19 pandemic and the vulnerable	7/14/22
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Topics:

- Recognizing the needs of the vulnerable (e.g. elderly, patients, homeless, refugees/migrants, people with disabilities, etc.) affected by COVID-19
- Reflecting the voice of the vulnerable into COVID-19 response policies

Class activity:

- Watching a short video clip on the impact of COVID-19 on vulnerable groups
- Group discussion – For the country that your group selected for the group presentation, which groups are considered vulnerable and why?

Reading assignments:

UN. Policy Brief: COVID-19 and People on the Move. *UN Publication*. 2020; 1-25.

UN. Policy Brief: The Impact of COVID-19 on older persons. *UN Publication*. 2020; 1-16

Supplementary readings (optional):

Boyle CA, Fox MH, Havercamp SM, Zubler J. The public health response to the COVID-19 pandemic for people with disabilities. *Disability and Health Journal* 2020; **13**(3):100943.

Browne DT, Smith JA, de Dieu Basabose, J. Refugee children and families during the COVID-19 crisis: a resilience framework for mental health. *Journal of Refugee Studies* 2021; 1-12.

Chan DKY, Mclaws ML, Forsyth DR. COVID-19 in aged care homes: a comparison of effects initial government policies had in the UK (primarily focusing on England) and Australia during the first wave. *International Journal for Quality in Health Care* 202; 33(1):mzab033.

Session 9	COVID-19 pandemic and gender	7/18/22
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Topics:

- Impact of COVID-19 on gender inequality
- Impact of COVID-19 on women's health issues such as access to sexual and reproductive health and gender-based violence
- Impact of COVID-19 on women working as frontline workers and increasing unpaid domestic work

Class activity:

- Watching a short video clip on impact of COVID-19 on women and gender-based violence (GBV)
- Group discussion – For the country that your group selected for the group presentation, 1) try to identify the level of gender inequity in general and gender inequality in health before the current pandemic (for year 2019); and 2) examine how the COVID-19 pandemic affect gender-related issues

Reading assignments:

UNWomen. COVID-19 and Ending Violence Against Women and Girls. *UNWomen Publication* 2020; 1-10.

World Bank. Policy Note: Gender dimensions of the COVID-19 pandemic. 2020; 1-29.

Supplementary readings (optional):

Jin JM, Bai P, He W et al. Gender Differences in Patients With COVID-19: Focus on Severity and Mortality. *Frontiers in Public Health* 2020; 8:152.

McLaren HJ, Wong KR, Nguyen KN, Mahamadachchi KN. Covid-19 and Women's Triple Burden: Vignettes from Sri Lanka, Malaysia, Vietnam and Australia. *Social Sciences* 2020; 9:87.

UNWomen. From insights to action: Gender equality in the wake of COVID-19. *UNWomen Publication* 2020; 1-14.

Session 10	Case study I – High-income countries	7/20/22
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Topics:

- Response to COVID-19 in high-income countries (e.g., South Korea, US, UK, New Zealand, etc.)

Class activity:

- Group presentations on the response measures of high-income countries of their choice

Reading assignments:

Oh J, Lee JK, Schwarz D, Ratcliffe HL, Markuns JF, Hirschhorn LR. National Response to COVID-19 in the Republic of Korea and Lessons Learned for Other Countries. *Health Systems & Reform* 2020; **6**(1):e1753464

Supplementary readings (optional):

Alderwick H, Dunn P, Dixon J. England's health policy response to COVID-19: government prioritized the NHS but was slow to protect social care. *BMJ* 2020; **369**:m1937.

Blumenthal D, Fowler EJ, Abrams M, Collins SR. COVID-19 Implications for the Health Care System. *The New England Journal of Medicine* 2020; **383**(15):1483-1488.

Session 11	Case study II- Low- and middle-income countries	7/21/22
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Topics:

- Response to COVID-19 in low- and middle-income countries (in Africa, Latin America and the Caribbean, South Asia, Middle East regions)

Class activity:

- Group presentations on the response measures of low- and middle-income countries of their choice

Reading assignments:

Chowdhury AZ, Jomo KS. Responding to the COVID-19 Pandemic in Developing Countries: Lessons from Selected Countries of the Global South. *Development* 2020; **63**:162-171.

Rutayisire E, Nkundimana G, Mitonga HK, Boye A, Nikwigize S. What works and what does not work in response to COVID-19 prevention and control in Africa. *International Journal of Infectious Diseases* 2020; **97**:267-269.

Supplementary readings (optional):

Alon T, Kim M, Lagakos D, VanVuren M. How should policy responses to the

COVID-19 pandemic differ in the developing world? *NBER Working Paper Series* 2020; 1-52.

Weyland P. The Pandemic in the Middle East and North Africa. *Connections* 2020; 19:88-89.

Session 12	Global-level responses to COVID-19 pandemic [Guest lectures]	7/25/22
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Topics:

- Types of actions by international agencies for controlling pandemics and strengthening preparedness (UN, WHO, UNWomen, WFP, World Bank, UNICEF)
- Types of actions by iNGOs for controlling pandemics and strengthening preparedness (Doctors without Borders, World Vision, Save the Children)
- Guest lectures by program officers at international agencies

Class activity:

- Attending guest lectures by international agency officers (WHO, WFP or UNHCR; TBD)

Reading assignments:

Davies SE, Wenham C. Why the COVID-19 response needs International Relations. *International Affairs* 2020; 96:1227-1251.

UN. United Nations Comprehensive Response to COVID-19: Saving Lives, Protecting Societies, Recovering Better. *UN Publications*. 2020: 4-72. (read only pp. 4-14)

Supplementary readings (optional):

Sekalala S, Forman L, Habibi R, Meier BM. Health and human rights are inextricably linked in the COVID-19 response. *BMJ Global Health* 2020; 5(9):e003359.

Session 13	COVID-19 vaccines-related policy	7/27/22
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Topics:

- Production-Approval-Transport-Administration of COVID-19 vaccines
- Challenges in COVID-19 vaccine procurement and distribution
- Issues with COVID-19 vaccine priorities within and across countries

Class activity:

- Role playing – Whether to join and commit to COVAX facility for vaccine acquiring?

Reading assignments:

Sallam, M. COVID-19 Vaccine hesitancy worldwide: a concise systematic review of vaccine acceptance rates. *Vaccines* 2021; **160**:1-14.

Wouters OJ, Shadlen KC, Salcher-Konrad M, Pollard AJ, Larson HJ, Teerawattananon Y, Jit M. Challenges in ensuring global access to COVID-19 vaccines: production, affordability, allocation, and deployment. *The Lancet* 2021; **397**(10278):1023-1034.

Supplementary readings (optional):

Forman R, Shah S, Jeurissen P, Jit M, Mossialos E. COVID-19 vaccine challenges: What have we learned so far and what remains to be done? *Health Policy* 2021; **125**(5):553-567.

Session 14	COVID-19 pandemic and ethics	7/28/22
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Topics:

- Ethical issues in controlling pandemic crisis
- Priority setting in health resource allocation
- Ethical issues with vaccine trials and distributions

Class activity:

- Devel's advocate type discussion on three ethical issues observed during the COVID-19 pandemic

Reading assignments:

Campos-Rudinsky T. Intellectual property and essential medicines in the COVID-19 pandemic. *International Affairs* 2021; **97**:523-537.

Grover S, McClelland A, Furnham A. Preferences for scarce medical resource allocation: Differences between experts and the general public and implications for the COVID-19 pandemic. *British Journal of Health Psychology* 2020; **25**(4):889-901.

Supplementary readings (optional):

Nelson R. COVID-19 disrupts vaccine delivery. *The Lancet Infectious Diseases* 2020; **20**(5):546.

Session 15	Final exam	7/29/22
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- Closed-book, written exam