**The College of Medicine**

 **Dept. of Biomedical Education and Anatomy**

**BMEA 6300**

**Primary Care Delivery across the Globe**

**Autumn 2021**

**3 Credit Hours**

**Instructor:**  Lorraine S. Wallace, PhD, Associate Professor

**Department:** Biomedical Education and Anatomy

**Office Location:** 056 Meiling Hall

**Phone Number:** 614-685-3064

**Email:**  Lorraine.Wallace@osumc.edu

**Office Hours:** I am available by appointment and look forward to meeting with you.

**Class Meeting Schedule:**

*Primary Care Delivery across the Globe*(BMEA 6300) is an asynchronous online course with content organized into four topic-specific modules. There are readings, slide presentations, videos and self-assessment activities within each module.

**Required Course Materials:**



Johnson, J., Stoskop, C., & Shi, L. *Comparative Health Systems: A Global Perspective* (2nd edition), 2018. Jones & Bartlett Learning, Burlington, MA. ISBN: 978-1284111736

Manheimer, E. *Twelve Patients: Life and Death at Bellevue Hospital*, 2012. Grand Central Publishing, New York, NY. ISBN: 978-1455503896

All other peer-reviewed literature, slide presentations and other materials will be posted to CarmenCanvas (<https://carmen.osu.edu/>).

**Course Description:**

*Primary Care Delivery across the Globe*(BMEA 6300) provides a comprehensive overview of the multifaceted aspects of primary care delivery and financing throughout the world. Throughout the course, we will explore the combined impact of access to high quality, consistent, and comprehensive primary care in achieving *Health for All*. The course will cover the historical development of international primary care systems, organization and financing of primary care systems, and primary care policy process and priority setting. Students will be introduced to established healthcare systems conceptual models—University of California-San Francisco Healthcare Systems Mapping Tool and Murray-Frenk’s World Health Organization Framework—that will allow them to diagram and analyze primary care systems across the world. Students will gain an understanding of how primary care systems are constructed, the political, economic, multicultural, social and historical contexts of their development, and outcomes of primary care systems on various segments of society.

While open to all graduate and professional students, *Primary Care Delivery across the Globe*(BMEA 6300) is an elective course for students enrolled in the Graduate Interdisciplinary Specialization in Global Health (<https://globalhealth.osu.edu/specialization-global-health>).

**Prerequisites:**

There are no prerequisites for this course.

**Course Learning Outcomes:**

***By the end of this course, students will be able to:***

* articulate an understanding of social, environmental, and other major determinants of health, quality of life and access to primary care throughout the world.
* assess the relationship between medical and health professions training and current and future primary care workforce needs throughout the world.
* discuss similarities and differences across countries in organizing, financing, managing, and delivering primary care to meet population health needs.
* use established conceptual models—University of California-San Francisco Healthcare Systems Mapping Tool and Murray-Frenk’s World Health Organization Framework—to diagram and analyze primary care systems across the world.
* gather, synthesize, and evaluate international primary care-related data.
* compare and contrast primary care delivery reforms throughout the world.

**Online Structure:**

This course will be conducted in a distance-learning, asynchronous online format. All materials will be provided via CarmenCanvas and all assignments will be completed via CarmenCanvas file upload. All necessary materials will be provided in the content section of CarmenCanvas. A tutorial is available at <https://ocio.osu.edu/audience/students>. Notices about this course will be sent to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Emails may be forwarded to an external email address. Please contact the Help Desk for more information.

**Course Technology:**

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.

Self-Service and Chat support: http://ocio.osu.edu/selfservice • Phone: 614-688-HELP (4357)

Email: 8help@osu.edu • TDD: 614-688-8743

**Safety and Health Requirements:**

All teaching staff and students are required to comply with and stay up to date on all University safety and health guidance, which includes wearing a facemask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

**Academic Misconduct:**

"Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [<http://studentconduct.osu.edu/>].

**Disabilities:**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options.  To establish reasonable accommodations, we may request that you register with Student Life Disability Services.  After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; [slds.osu.edu](http://www.ods.ohio-state.edu/); 098 Baker Hall, 113 W. 12th Avenue.

**Counseling and Consultation Services:**

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting **ccs.osu.edu** or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

**Diversity:**

*"The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.*"

**Title IX:**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race/gender). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at [http://titleix.osu.edu](http://titleix.osu.edu/) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

**Grievances and Solving Problems:**

Please see SHRS Student Handbook Policy # 5 and Policy #20 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5 and #20, a student should then take any problem or grievance to the Division Director.

**Conduct in the Classroom and Academic Learning Environment:**

Students will adhere to the code of student conduct for The Ohio State University at all times.

**This syllabus, the course elements, policies, and schedule are subject to change.**

**Grading and Evaluation:**

Graded assignments may come in three forms, and students should note the expectations for each in the descriptions of our class assignments below.

* **Independent Work (****):** Strictly non-collaborative, original-individual work. You may discuss this assignment only with your instructor. Discussions with other individuals, either in person or electronically, are strictly prohibited.
* **Optional-Collaboration (****):** Students are permitted, but not required, to discuss the assignment or ideas with each other. However, all submitted work must be one’s original and individual creation.

|  |  |  |
| --- | --- | --- |
| **Assignment Name** | **Points / Weight** | **Assignment Type** |
| Weekly Discussion Board Responses (6 weekly responses @ 20 points) | 120 |  |
| *Twelve Patients: Life and Death at Bellevue Hospital* Discussion Board Responses  |  30 |  |
| Quizzes (5 quizzes @ 40 points) | 200 |  |
| Healthcare System Map and Primary Care Assessment—Part 1 | 300 |  |
| Healthcare System Map and Primary Care Assessment—Part 2 | 100 |  |
| Final Examination | 250 |  |
| **TOTAL COURSE POINTS** | **1000** |  |

**Course Assignments:**

**Weekly Discussion Board Responses**

Discussion with your classmates is a vital part of learning. In this course, you will participate in six (6) weekly general discussions. Each week, Dr. Wallace will post two (2) discussion prompts pertaining to material covered during class. To receive full credit for each weekly discussion, you need to post thoughtful, well-written responses to both prompts and respond to two of your classmates’ answers. Responses must be posted to the course CarmenCanvas Discussion Board by 9:00 am on:

* August 30, 2021
* September 6, 2021
* September 13, 2021
* September 20, 2021
* September 27, 2021
* November 22, 2021

***Twelve Patients: Life and Death at Bellevue Hospital* Discussion Board Responses**

From September 28-October 4, 2021 (Week #5), we will discuss *Twelve Patients: Life and Death at Bellevue Hospital.* To begin our discussion, Dr. Wallace will post two (2) discussion prompts. To get full credit for our discussion of *Twelve Patients: Life and Death at Bellevue Hospital*, you need to post thoughtful, well-written responses to both prompts and respond to two of your classmates’ answers. Your responses must be posted to the course CarmenCanvas Discussion Board by October 4, 2021 at 9:00 am.

**Quizzes**

Students must complete six (6) weekly quizzes during Module 3 (Primary Care across the Globe). Please note that your lowest quiz score will be dropped from your final grade calculation. Quizzes must be uploaded to CarmenCanvas DropBox at 9:00 am on:

* October 4, 2021
* October 11, 2021
* October 18, 2021
* October 25, 2021
* November 1, 2021
* November 8, 2021

**Healthcare System Map and Primary Care Assessment**

Students will complete a Healthcare System Map and Primary Care Assessment of a low-income or lower-middle-income country not covered in the course textbook (*Comparative Health Systems: A Global Perspective* (2nd edition), 2018). Please consult the World Bank Country and Lending Groups (<https://datahelpdesk.worldbank.org/knowledgebase/articles/906519>) to identity counties currently categorized as low-income or lower-middle income.

***Part 1***

Students will prepare a 20-minute interactive slide presentation and narration (audio recording) depicting their selected country’s Healthcare System Map and Primary Care Assessment. Presentations must be uploaded to CarmenCanvas DropBox by November 9, 2021 at 9:00 am.

***Part 2***

From November 9-16, 2021 (Week #12), we will review and discuss submitted Healthcare System Map and Primary Care Assessments. Students are required to review and actively participate in an online discussion throughout the week. To receive full credit for this assignment, you need to post thoughtful, well-written responses to prompts and your classmates’ responses. Responses must be posted to the course CarmenCanvas Discussion Board on November 15, 2021 at 9:00 am.

**Final Examination**

A comprehensive open-book final examination will be distributed to students on December 7, 2021 at 9:00 am. The final examination must be submitted to CarmenCanvas DropBox on December 16, 2021 by 9:00 am.

**Grading Scale**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | E |
| >93% | 92.9-90% | 89.9-87% | 86.9-83% | 82.9-80% | 79.9-77% | 76.9-73% | 72.9-70% | 67.9-69% | 66.9-60% | <60% |

**Autumn 2021**

**Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topics** | **Readings** | **Assignment(s)**  |
| **Module 1: Introduction to Comparative Health Systems** |
| **Week 1**08/24-08/30 | Introduction to Global Health SystemsUniversal Health Coverage | Chapter #1: Introduction to Health SystemsChapter #2: Global Health and DiseaseChapter #3: Global Health Systems Politics, Economics, and PolicyReich et al. (2016) | Discussion Board Responses—Week #1 (submitted to CarmenCanvas Discussion Board by 08/30/2021 at 9:00 am) |
| **Week 2**08/31-09/06 | Development Assistance for Health Mapping Healthcare Systems | Chapter #4: Role of International Organizations in Health SystemsGlobal Burden of Disease Health Financing Collaborator Network (2017)Murray & Frenk (2000)Feachem et al. (2017) | Discussion Board Responses—Week #2 (submitted to CarmenCanvas Discussion Board by 09/06/2021 at 9:00 am) |
| **Module 2: Defining Primary Care across the Globe** |
| **Week 3**09/07-09/13 | Ecology of Medical CareGlobal Health Workforce Estimates and IssuesPrimary Care across the Globe | Green et al. (2001)Johansen et al. (2016)Scheffler et al. (2018)Primary Care International<https://pci-360.com/> WONCA Global Family Doctor<https://www.globalfamilydoctor.com/> | Discussion Board Responses—Week #3 (submitted to CarmenCanvas Discussion Board by 09/13/2021 at 9:00 am) |
| **Module 3: Primary Care across the Globe** |
| **Week 4**09/14-09/20 | United StatesPrimary Care DeliveryPrimary Care Workforce  | Chapter #5: United StatesExploration of the Primary Care Physician Mapper (<http://www.graham-center.org/rgc/maps-data-tools/interactive/primary-care-physician.html>)Brotherton (2019)Blanchard et al. (2016)Knight et al. (2020)Petterson et al. (2015)Chung et al. (2020)Friedman et al. (2020)Mui et al. (2020)Phillips et al. (2020) | Discussion Board Responses—Week #4 (submitted to CarmenCanvas Discussion Board by 09/20/2021 at 9:00 am) |
| **Week 5**09/21-09/27 | United StatesPrimary Care Access | Brown et al. (2016)Gaglioti et al. (2016)Melnikow et al. (2020)Ray et al. (2016)White et al. (2016) | Discussion Board Responses—Week #5 (submitted to CarmenCanvas Discussion Board by 09/27/2021 at 9:00 am) |
| **Week 6**09/28-10/04 | North and South America | Chapter #6: CanadaChapter #7: MexicoChapter #8: PeruChapter #9: Brazil | *Twelve Patients: Life and Death at Bellevue Hospital* Discussion Board Responses (submitted to CarmenCanvas Discussion Board by 10/04/2021 at 9:00 am)Quiz #1 (submitted to CarmenCanvas DropBox by 10/04/2021 at 9:00 am) |
| **Week 7**10/05-10/11 | Europe | Chapter #10: United KingdomChapter #11: FranceChapter #12: GermanyChapter #13: Ireland | Quiz #2 (submitted to CarmenCanvas DropBox by 10/11/2021 at 9:00 am) |
| **Week 8**10/12-10/18 | Middle East | Chapter #15: TurkeyChapter #16: JordanChapter #17: Israel | Quiz #3 (submitted to CarmenCanvas DropBox by 10/18/2021 at 9:00 am) |
| **Week 9**10/19-10/25 | Africa | Chapter #18: GhanaChapter #19: NigeriaChapter #20: Botswana | Quiz #4 (submitted to CarmenCanvas DropBox by 10/25/2021 at 9:00 am) |
| **Week 10**10/26-11/01 | Asia | Chapter #21: BangladeshChapter #22: IndiaChapter #23: China | Quiz #5 (submitted to CarmenCanvas DropBox by 11/01/2021 at 9:00 am) |
| **Week 11**11/02-11/08 | Asia and Pacific | Chapter #24: JapanChapter #25: KoreaChapter #26: Australia | Quiz #6 (submitted to CarmenCanvas DropBox by 11/08/2021 at 9:00 am) |
| **Week 12**11/09-11/15 | Healthcare System Map and Primary Care Assessments | CarmenCanvas Discussion Board | Healthcare System Map and Primary Care Assessment— Part 1 (submitted to CarmenCanvas DropBox by 11/09/2021 at 9:00 am)Healthcare System Map and Primary Care Assessment— Part 2 (submitted to CarmenCanvas Discussion Board by 11/15/2021 at 9:00 am) |
| **Module 4: Primary Care Innovations and Future Directions across the Globe** |
| **Week 13**11/16-11/22 | Brazil: Family Health StrategyEstonia: e-Health InitiativesGhana, Nigeria and Kenya: Counterfeit drug detectionIndia: Aravind blindness prevention Uganda: Pneumomia detection and prevention | Brazil: <https://www.commonwealthfund.org/publications/case-study/2016/dec/brazils-family-health-strategy-using-community-health-care-workers> Estonia: <https://e-estonia.com/solutions/healthcare/>Ghana, Nigeria and Kenya: <https://sproxil.com/> India: <https://aravind.org/diseases/low-vision/> Uganda: <http://mamaope.com/> | Discussion Board Responses—Week #13 (submitted to CarmenCanvas Discussion Board by 11/22/2021 at 9:00 am) |
| **Week 14**11/23-12/06 | The Big Picture: The Future of Primary Care across the Globe | TBD | ----- |
| **Final Examination Submission Deadline: December 16, 2021 at 9:00 am** |

**Attendance/Participation Expectations:**

*Primary Care Delivery across the Globe*(BMEA 6300) is an asynchronous online course with content organized into four topic-specific modules. While attendance is not assessed per se, regular online activity (i.e., Discussion Boards) is an integral part of the course. It is recommended that each student visit and review the course CarmenCanvas pages several times per week.

**Absence and Make-up Policy:**

Make-up quizzes and final examination will not be given except in case of a serious emergency for an extended time period. If so, you must contact the instructor before the event (or arrange for someone to do so) or as soon as possible. You must show evidence that you are physically unable to participate it, such as a clear and specific doctor's note mentioning the date, exam, and reason. Generally speaking, no make-ups will be granted for personal reasons such as travel, leisure, or to ease test week schedules, and no student will be permitted to take an exam beyond the scheduled and already-extended time period.

**Late Assignment Submissions:**

Late assignments will not be accepted.

**Instructor Feedback and Response Expectations:**

* **Email:** I will reply to email within 48 hours.
* **Graded Materials Return:** I will grade, provide feedback and return all written assignments within 7 days.
* **Discussion Board Response Times:** I will reply to Carmen discussion boards within 48 hours.

**Copyright:**

©-**The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.**