

Wharton Health Care Management Department

HCMG 8680 - 001

“Private Sector Participation in Global Health Development”

Location: Colonial Penn Center Auditorium

Pre-Registration Version for Spring 2024

NOTE : The course structure and requirements will be substantially similar to what is described herein. Changes might be made at the instructor's discretion.

0.5 CU

Mondays: 5:15 PM to 6:45 PM

This 0.5 cu course meets on Mondays only throughout the semester.

Instructor: Dr. Stephen M. Sammut

Senior Fellow, Wharton Health Care Management and Lecturer, Wharton Entrepreneurship

Location: Virtual with link provided weekly

Classes: Mondays throughout the semester: 5:15 to 6:45 PM

Office hours: By appointment on e-mail with meeting on Zoom. In addition, the instructor will remain on-line until 6:30 PM after class for informal discussions.

E-mail: smsammut@wharton.upenn.edu

By snail mail or over-night courier: please sign to authorize “drop-off:

300 East Lancaster Avenue, Suite 1002

Wynnewood, PA 19096

Teaching Assistants: Sarah Caldwell

Sanjit Jain

Course Units: 0.5 cu

Prerequisites: General knowledge of health care systems or life sciences and an interest in global health

Eligible Students: Students in graduate or professional programs University-wide. The Instructor welcomes undergraduate and graduate students from all Schools of the University who are passionate about the challenges of global health. If interested, non-MBA students should contact the instructor for approval.

Learning Objectives:

We are living in a complex, exacerbated by COVID-19 and its aftermath. While the course will remain true to its fundamental goal to explore how the private sector can contribute to providing care, producing goods, addressing payment mechanisms, strengthening health systems, and expanding capacity in the developing world, the lens of the pandemic provides a crucial lens for focusing on the complexities of the underlying problems. The pandemic has exacerbated underlying weaknesses and health inequities thus creating a new agenda for health care intervention. The purpose of this course, therefore, is to describe entrepreneurial and business approaches that the private sector can implement in addressing the underlying issues in global

health and seeking remedies that can be applied by non-public sector players. The private sector, as defined broadly, encompasses private non-profit and for-profit health care providers, as well as the producers of goods such as therapeutics, devices, diagnostics, EHR, and other essential products in the delivery of health services.

What the course is and is not:

1. The course does not attempt to duplicate a conventional international public health course but builds upon what is conventionally known and taught in such courses from a managerial perspective. The course will address a range of means of managing medical services and related businesses—public and private—in underserved areas for underserved populations in emerging markets and developing countries, and where appropriate, in underdeveloped parts of developed countries.
2. The descriptive focus will be on how these services currently are managed or otherwise handled, especially with regard to care for or control of key disease such as malaria, HIV/AIDS, tuberculosis, parasitic diseases, or other indigenous diseases that have broad debilitating and destabilizing social and economic effects.
3. The focus must also include the expanding disease burden from communicable to non-communicable diseases – the pandemic notwithstanding – that impact developing world economies and health systems.
4. It is the case that best practices and equitable, effective access to care are largely non-existent. Students and participating faculty will collaborate in the discovery and creation of service models. Field-testing of these models will depend on available grant resources or collaborations developed with USAID, World Bank, the World Health Organization, or other NGOs or foundations, such as the Bill & Melinda Gates Foundation, The Wellcome Trust, The Rockefeller Foundation, Doctors of the World, and others. The class will develop a system of benchmarks and other measures to determine effectiveness.
5. Examination of the criteria used by international development agencies for the allocation of resources to different regions and the possible conversion of these distributions into the capitalization, funding, or advance purchase contracts for entrepreneurial enterprises.
6. Origination and launch of structured programs and effective organizations: the determinants and role of public and private entrepreneurship, public-private partnerships, and other approaches to addressing the issues.
7. Creation and development of specific entrepreneurial solutions to such needs as drug manufacture and availability, the management and tracking of drug distribution, health finance and insurance, cost-effective services, health systems optimization and the like.

The above topics will be explored through a series of specific themes that will be addressed in separate sessions, sometimes by a guest speaker. The themes are:

- **Private Sector Role in GH**
(The intersection of GH needs and private sector initiatives)
- **Private Public Partnerships**
- **Health Care Financing in the Developing World**
 - o Global Fund / PEPFAR
 - o Int'l Agencies/Foundations (USAID/Gates)
 - o Insurance Programs
 - o Domestic Governments
- **Medical Tourism**
- **Globalization and Health Care:**
(Assess cross-border risks/opportunities in securing health)
 - o Trade Policies
 - o IP issues: Licensing of products to the developing world
 - o Bioprospecting
- **Health equity resolution through investigation of:**
 - o **Economics of Essential Medicines**
(Define essential meds - e.g., childhood vaccines, HIV/TB/Malaria meds)
 - Pricing
 - Distribution
 - Wastage
 - o **Access Barriers Beyond Price**
 - Distribution: Channels, cold chains, wastage
 - Provider education/supply
 - Follow-up to care and long-term coverage
- **Innovation in Global Health**
 - o Private Sector Initiatives to address Unmet Medical Needs
 - o Funding Innovation
 - o AMC's
 - o VC's / PE's
 - o Innovative Capabilities of Developing Countries
- **Health Technologies for Developing Countries**
(Consumables, Medical Devices, Diagnostics)

Course Requirements:

Grading will be based on:

- Class discussion and Canvas discussion board postings: 20%
In our virtual format, active supplemental engagement using the Canvas discussion board will be an essential component of the participation score.
- Individual Take-Away submission: 10%
- Course Project (individual or team): 70%

Class Discussion Criteria:

Active contribution and enrichment of class discussion, e.g., by drawing upon and sharing your professional, field, and clinical experiences and relating these to the subjects at hand. Canvas will include special discussion boards for contributions – again, postings will factor into the class contribution grade.

Individual Take-Away Submission:

This is a brief written analysis of a key class theme as it is covered by a given speaker and corresponding readings. It must be completed individually. You will discuss and assess a topic (e.g., Private Public Partnerships) by drawing on points from readings, personal/professional experience, class discussion and, when relevant, a class guest speaker.

Process: By . . . identify your topic on Canvas. You can change your mind during the semester but let the instructor know. Here are some themes that have been covered in past years.

1. Private Public Partnerships
2. Health Care Financing in the Developing World
3. Medical Tourism
4. Globalization and Health Care
5. Economics of Essential Medicines
6. Access Barriers Beyond Price
7. Innovation in Global Health
8. Health Technologies for Developing Countries
9. Other proposed by a student

Length: 1-2 pages

Content: Must cite specific points from at least 2 readings and when possible, a guest speaker or class lecture. Also, search the web for lectures and presentations on the topic of interest to you.

Get an early start on topic selection, research and reading.

Due date for Submission: TBA

Course Project: Guidelines and Submission Schedule

Students—alone or in teams—will be free to propose their own relevant projects to the instructor. These projects should in a major way address private sector solution to global health.

Teams should have no more than 4 people per team. The final paper can be submitted in “research format” with a maximum of 20 double-spaced pages, excluding exhibits. Alternatively, the final submission can be a detailed and documented PPT deck; the instructor will give guidance on content at the outline stage of the submission plan.

*Generally, the instructor is happy to accept a deliverable built around a Wharton Health International Volunteer Project. Students expecting to participate in a winter break or spring break project should consult with the instructor **prior to the start of the field project**.*

The following deadlines are to help the students manage their time throughout the semester and must be met accordingly.

- **TBA:** Post to Canvas>Assignments your one-page project proposal and names of team members with e-mail addresses (if any).
- **Between sessions 4 and 6** the instructor will meet with teams on Zoom to discuss the projects, determine scope and define the deliverables. Appointments will be coordinated via e-mail.
- **TBA:** Post to Canvas>Assignments a two-page detailed, annotated outline with bibliography.
- **TBA:** Upload to Canvas>Assignments a succinct PowerPoint summary of the project that you will present on the final day of class, Monday, April 29th. The standard length and allowed time for each presentation will be announced to the class by mid-semester once the final number of projects is determined (though will probably be about 5 to 10 minutes per presentation).
- **TBA.** Post your final project to the Final Project Assignment Folder on Canvas. Instructor will advise students on the format for their deliverable during the appointments to discuss project proposals.

Reading Materials

There are two SUGGESTED texts, but books on global health are generally expensive. The selections in the Course Pack provide sufficient learning. You can acquire these if you wish:

1. *OPTIONAL: Understanding Global Health, 2nd Edition*, William Markle et al, McGrawHill Lange. 2013. Available in hard copy and as an e-book.
2. *OPTIONAL: Reimagining Global Health: An Introduction*, Paul Farmer, Jim Yong Kim, Arthur Kleinman and Matthew Basilio, University of California Press, 2013. Available in hard copy and as an e-book.
3. *Scientific American Lives: New Answers for Global Health* (will be posted on canvas)
4. Course pack, 2024 edition
5. Canvas Postings (under Files)

The instructor has selected case studies, articles, book chapters and monographs that address the issues in the course provided in the Course Pack.

One or more readings are designated as preparation for each session. The instructor will announce the appropriate reading module as the speaker schedule is solidified. The number of readings is long for each module and the amount of reading voluminous.

Remember that you must select readings for the “Individual Take-Away Submission” reports (10% of grade) as described above.

The Reading Modules are designed to tie-in with the themes. The modules are:

1. The Scope of the Problem
2. The Context of Global Health and Private Sector Involvement
3. Public Private Partnerships
4. Health as a Human Right, Ethics and Health Equity
5. Health Care Finance in the Developing World
6. Globalization and Health Policy
7. Essential Medicines Availability
8. Innovative Capability of Developing Countries
9. Funding Innovation for Global Health Needs
10. Trade Policies, Intellectual Property and Bioprospecting
11. Programs and Interventions

About the instructor:

Dr. Stephen M. Sammut

Chairman, Industry Advisory Board, Alta Semper Capital
Co-Founder and CEO, Pangea University for the Health Sciences
Senior Fellow, Health Care Management and Lecturer, Entrepreneurship, Wharton School

Dr. Sammut has founded, managed, or financed over 40 companies in life sciences and IT globally as an entrepreneur and venture capital investor. He recently founded Pangea University for the Health Sciences in Bangalore, India, an international platform for medical, nursing and health technology education for the emerging and frontier markets. Over the last several decades he has been a partner or adviser to numerous health care and impact-oriented venture capital and private equity firms internationally and has also founded health care management MBA programs in India and throughout Africa. Through his role in VC and PE at Alta Semper, Dr. Sammut is facilitating the adoption of Universal Health Coverage in several African countries, as well as promoting the adoption of precision medicine and cancer immunotherapy into African health care.

He is also Senior Fellow, Health Care Management and Lecturer, Entrepreneurship at the Wharton School. During his 28 years teaching at Wharton and other business schools in India, Israel, Kenya, Portugal, and Russia, he has created over a dozen courses that he has taught to over 11,000 students. These courses include: Venture Capital; Private Equity in Emerging Markets; Strategic Management of Intellectual Property; Health Care Services Systems (India and African venues), Health Care Entrepreneurship; and, the Role of the Private Sector in Global Health, among others. His research focuses on international development and health care and biotechnology capacity development in emerging economies, as well as adoption of precision medicine. He has published articles in *Nature Biotechnology*, the *New England Journal of Medicine*, the *Journal of Commercial Biotechnology* and has authored numerous book chapters on health care and biotechnology. Dr. Sammut puts his research findings into practice

through the International Institute for Biotechnology Entrepreneurship, an organization which he founded and manages, that has offered over 55 intensive training programs in 14 countries to over 2500 entrepreneurs.

He is visiting faculty and served as coordinator of the Indian School of Business healthcare program and is Visiting Associate Professor at the Strathmore University Business School in Nairobi where he founded the first Healthcare Management MBA program on the African continent, as well as founding the African Institute for Healthcare Management, an organization focused on developing faculty and teaching materials to advance health services. He is currently co-developing a School of Global Public Health at Strathmore University in partnership with NYU.

His board memberships have included HealthRight International, Center for Medicine in the Public Interest, BioEthics International, Pandorum Technologies, the Africa Health Fund, Alta Semper, the Russian Foundation for Cancer Research and numerous other profit and non-profit organizations in the US and the emerging markets.

Dr. Sammut was a Venture Partner at Burrill & Company, a biotechnology and health care venture fund, where he focused on the development of international venture funds, until 2008. He has consulted for the IFC/World Bank on PE/VC, technology transfer and program assessment, and investments in Fintech for economic development. Similarly, he has advised the governments of Brazil, China, India, Japan, Malaysia, Singapore, South Korea, and Taiwan in the development of policies to promote venture financing of their biotechnology industries.

Earlier in his career he was VP, SR One, the venture capital arm of GSK, and VP for Development and Private Equity at Teleflex Incorporated. He has also been Managing Director of Technology Transfer at the University of Pennsylvania and Thomas Jefferson University. He began his career as co-founder and CEO of the Philadelphia transplant organ bank, known today as the Gift of Life Donor Program, the largest in the United States.

He holds graduate and undergraduate degrees from Villanova University, an MBA from the Wharton School of the University of Pennsylvania and engaged in special studies in medicine and epidemiology at Hahnemann Medical college for two years. He holds a doctorate from the Fox School of Business at Temple University where his dissertation research focused on organizational aspects of precision medicine implementation. He holds certificates in precision medicine from Harvard, fintech from Oxford, global health innovation from IESE and Implementation Research from the WHO. He is a Knight of Malta through which he is engaged in African activity in food security and management of Hanson's Disease.

PRELIMINARY SESSION SCHEDULE 2024 Wharton HCMG 8680: The Private Sector in Global Health Dr. Stephen M. Sammut smsammut@wharton.upenn.edu Mondays, 5:15 to 6:45 PM Location: TBA			
Sess	Date	Guest and Topic	Preparation and Readings
1	TBA	Course Introduction and Lecture: The Nature and Function of a Health System in Developing Countries: Tasks for the Public and Private Sector <ol style="list-style-type: none"> 1. Acquire a definition of global health 2. Identify the principal issues in global health 3. Understand the fundamentals of how health is measured in populations 4. Understand the global transnational factors affecting health 5. Reach an understanding of the problems of health equity 6. Define demographic and epidemiologic transitions 7. Gain an appreciation for the challenges of measuring health and disease 8. Identify the barriers to measuring disability 9. Be familiar with key terms such as: burden of disease, disability adjusted life year, and Risk factors 10. Understand the concept of the health gradient and how it is measured 11. Understand the relationship between social determinants and health 12. Discuss the challenges of improving health for all populations 13. Be familiar with the most common measures of social differences 	<p>Suggested optional reading from Markle:</p> <p>Chapter 1: Global Health: Past Present and Future</p> <p>Chapter 2: The Global Burden of Disease</p> <p>Optional: Farmer, et al. Chapter 1: Introduction: A Biosocial Approach to Global Health</p> <p>Required reading from Course Pack or in Session Folder:</p> <p>Reading 1: Global Health Definition from <i>the Lancet</i></p> <p>“Global health 2035: a world converging within a generation” from <i>the Lancet</i>. <i>NOT IN COURSE PACK. SEE SESSION FOLDER ON CANVAS FOR DOWNLOAD.</i></p> <p>Other readings from course pack:</p> <p>Reading 2: “What is a Health System?”</p> <p>Reading 3: “Global Health Glossary”</p>

			<p>Reading 4: “Rich-Poor Differences in Health Care Financing”</p> <p>Reading 31. Engaging the private sector in global health</p> <p>Reading 35. Private Sector Engagement Sources (WHO)</p>
2	TBA	<p>Health System Strengthening: Relative Roles of the Public and Private Sector</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Identify the key elements and typologies of health systems 2. Review the concepts of efficiency and equity in the context of health system performance 3. Discuss the objectives and impact of health care reform 4. Review the key elements in resource management 5. Discuss the values that underpin management decisions 6. Be familiar with organizational structures and how they impact the role of management 7. Application of Behavioral Economics to Global Health <p><i>We will use the case: Merck Global Health Initiatives (A) and Merck Global Health Initiatives B - Botswana to frame the issues for the private sector.</i></p>	<p>Suggested optional reading from Markle:</p> <p>Chapter 3: Epidemiology</p> <p>Optional: Farmer et al. Chapter 2: Unpacking Global Health: Theory and Critique</p> <p>Required readings from Course Pack:</p> <p>Special Reading found in Slides/Session Materials Folder on CANVAS: “Evaluating the Impact of Private Providers on Health and Health Systems”</p> <p>Reading 5: “Financing for Global Health”</p> <p>Reading 6: “Global Approaches to Private Sector Provision: Where is the Evidence”</p> <p>Reading 7: “Financing Health in Low Income Countries”</p> <p>Reading 8: CASE. “Merck Global Health Initiatives (A)”</p> <p>Reading 9: Case. “Merck Global Health Initiatives B – Botswana”</p>

			<p>Reading 28. An assessment of interactions between global health initiatives and country health systems (WHO 2009)</p> <p>Reading 30. Decision rules for allocation of finances to health systems strengthening (Morton 2016)</p>
	TBA	<p>By now you should have focused on one or more topics for the Individual Take Away Exercise and begin to plan and organize your research and reading for your topic. Please post your topic idea where designated on Canvas. If you change your mind, notify the instructor</p>	
3	TBA	<p>Private Sector Responses to Global Health Challenges: The Provider Function, Part 1</p> <p>Learning objectives:</p> <ol style="list-style-type: none"> 1. The Provider function in the health care value chain 2. The structure of provider services in emerging economies 3. Capacity building for provision of care in emerging economies 4. Innovative approaches to providing basic services <p><i>The case for today's class is long and complex. Allow extra time in your preparation.</i></p> <p>CASE QUESTIONS Suppose you are a medical professional/ doctor or global health entrepreneur thinking of starting a hospital to provide basic healthcare for poor in a rural area such as the one described in the case.</p> <p>(Select one of the following and provide a brief answer on CANVAS):</p> <ol style="list-style-type: none"> 1. Would you be considering a facility similar to the ones found in 	<p>Suggested optional reading from Markle:</p> <p>Chapter 14: Surgical Issues in Global Health</p> <p>Optional: Farmer et al. Chapter 3: "Colonial Medicine and its Legacies"</p> <p>Required reading from Course Pack:</p> <p>CASE. "Surgical Care for Low Income Rural Populations: An Alternative Delivery Model from Jan Swasthya Sahyog, India"</p>

		<p>developed countries or even in major cities in India? Why or why not? What kind of facility would be appropriate?</p> <p>2. How would you attract the target population to access services from your facility? Would a very low price or free services be adequate? If not, what mechanisms need to be put in place to help the population seek and use the hospital's services? What impact do user fees at the point of service have on health care services utilization?</p> <p>3. With respect to pricing, cost containment and optimal use of resources, which of the initiatives described in the case are applicable in other settings? Identify initiatives that are specific to the environment described in the case and not transferrable to other settings. Can low-cost innovation conceived in resource-poor countries diffuse into high-income settings?</p>	
	TBA	<p>Post one-page project proposal (include team members with e-mails) to Canvas>Assignments by 11:59 PM</p> <p>Sign up for an appointment to discuss proposal on Canvas.</p>	
4	TBA	<p>Possible Class from Cape Town on Private Equity in Global Health</p> <p>Is there a role for venture capital, private equity, and innovative finance?</p> <p>Learning objectives:</p> <ol style="list-style-type: none"> 1. Understand the inner workings of VC and PE and explore their relevance to global health opportunities 2. Survey the approaches to innovative finance in global health settings. 3. Review the opportunities and needs associated with creating local manufacturing capability for 	<p>Suggested optional reading from Markle:</p> <p>Chapter 19: Economics and Global Health</p> <p>Farmer - Chapter 10 "Taking Stock of Foreign Aid"</p> <p>Required reading from Course Pack or in Session Folder:</p> <p>Reading 17: "Venture Capital for Development"</p> <p>Reading 18: Venture Capital</p>

		<p>medical products.</p> <p>Case Preparation Questions (Select one of the following and provide a brief answer on CANVAS):</p> <ol style="list-style-type: none"> 1. What are the key components of a sustainable business model for the production and delivery of health care commodities in resource poor settings? 2. What should the role of the donor community and local government be regarding the manufacture of health care commodities by the private sector in developing countries? 3. Under what circumstances, if any, should NGOs, international organizations and donors be willing to pay higher prices for products manufactured in limited resource settings? 4. What factors should Mr. Shah consider in his decision to expand A to Z's Olyset manufacturing capacity? <p>What steps are necessary for the eradication of malaria to be a realistic objective?</p> <p>1.</p>	<p>and Global Health”</p> <p>Reading 19: CASE: “Building Local Capacity for Health Commodity Manufacturing: A to Z Textile Mills, Ltd.”</p> <p>Reading 40: Global public goods for health: weaknesses and opportunities (Cambridge)</p> <p>Reading 41: Blended Finance for Global Health (Kaiser Family Foundation)</p>
5	TBA	<p>The Role of Public Private Partnerships in Meeting Global Health Needs</p> <p>Learning objectives:</p> <ol style="list-style-type: none"> 1. Define and critique the role of Public-Private Partnerships (PPPs) in global health circumstances 2. Discuss best practices in PPPs 3. Review the operations and results of a specific PPP in the management of TB. 	<p>Suggested reading from Markle: Chapter 10: TB and HIV</p> <p>Farmer Chapter 8 “The Unique Challenges of Mental Health and MDRTB: Critical Perspectives on the Metrics of Disease”</p> <p>Required reading from Course Pack or in Session Folder:</p>

		<p>Case Questions (Select one of the following and provide a brief answer on CANVAS):</p> <ol style="list-style-type: none"> 1. What public value was created and how would it be sustained by Lilly's initiative? 2. What were the risks of transferring pharmaceutical manufacturing technology to partners in a variety of countries? 3. What were the motivations of the partners in this case? 4. What could the ministers of health for each country do to make the Partnership more effective? 5. What were the benefits and risks for a company of Lilly's stature to initiate and manage a partnership of this complexity? 6. Were there lessons from the Lilly partnership that could be applied to other global health challenges? 	<p>Reading 11: CASE. "The Eli Lilly MDR-TB Partnership: Creating Private and Public Value"</p> <p>Reading 12: "Business in Partnership with the Non-Profit Sector"</p> <p>Reading 13: "Seven Habits of Highly Effective Global Public-Private Health Partnerships"</p>
6	TBA	<p>Private Sector Responses to Global Health Challenges: The Producer Function, Part 1</p> <p>This is the first of three sessions exploring the role of the private sector in creating medicines and products targeted for use in the developing world. The focus will include the role of biotechnology in producing medicines for neglected tropical diseases and the programs put in place to encourage such development.</p> <p>Learning objectives:</p> <ol style="list-style-type: none"> 1. Explore the role that the pharmaceutical, biotechnology, and device industries are playing in global health 2. Understand the structure and role of 	<p>Suggested reading from Markle:</p> <p>Chapter 11: Neglected Tropical Diseases</p> <p>Chapter 12: Emerging Diseases and Antimicrobial Resistance</p> <p>Farmer - Chapter 5 "Redefining the Possible: The Global AIDS Response"</p> <p>Required reading from Course Pack or in Session Folder:</p> <p>"The Problems and Promise of Vaccine Markets in Developing Countries" THIS DOES NOT</p>

		<p>such initiatives as Product Development Partnerships, Advanced Market Commitments, Priority Review Vouchers, and “patent pools”</p> <p>Case Preparation Questions (Select one of the following and provide a brief answer on CANVAS):</p> <ol style="list-style-type: none"> 1. Who are the key stakeholders in the vaccine delivery process? 2. Is technological innovation possible? 3. How can companies overcome tougher obstacles at lower costs? 	<p>APPEAR IN THE COURSE PACK BUT CAN BE DOWNLOADED. SEE END OF AGENDA FOR URL</p> <p>Reading 14: “Developing new technologies to address neglected diseases: The role of Product Development Partnerships and Advanced Market Commitments”</p> <p>Reading 15: “The Impact of the US Priority Review Voucher on Private-Sector Investment in Global Health Research and Development”</p> <p>Reading 16 Case: “Dengue – Sustainable Large Scale Vaccine Delivery in Low-Income Markets”</p> <p>Reading 32. Neglected tropical diseases: now more than just ‘other diseases’— the post-2015 agenda (Molyneux 2014)</p> <p>Reading 34. The Impact of the US Priority Review Voucher on Private- Sector Investment in Global Health Research and Development (Robertson 2012)</p> <p>Reading 37. “Facilitating access to COVID-19 Vaccine through global health law (SAGE)”</p> <p>Reading 38. “Legal agreements: barriers and enablers to global equitable COVID-19 access (The Lancet)”</p> <p>Reading 39. “Multivalue</p>
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			ethical framework for fair global allocation of a COVID-19 vaccine (J Med Ethics)
7	TBA	<p>Private Sector Responses to Global Health Challenges: The Provider Function, Part 2</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Identify the reasons why private providers have assumed a large role for providing care in developing countries 2. The role of the “social enterprise” provider 3. Challenges to providing primary and secondary care in developing economies <p>CASE QUESTIONS (Select one of the following and provide a brief answer on CANVAS):</p> <ol style="list-style-type: none"> 2. What is the need that Vaatsalya Hospital addresses? 3. Why is this need satisfied by the market or commercial enterprises? 4. Why does Vaatsalya need to be a social enterprise? 5. What are the key drivers of Vaatsalya’s business model? 6. What are some of the reasons that have led to Vaatsalya being able to establish a financially sustainable business even while meeting a social objective? 7. Is this model scalable? What are the enablers and constraints? 8. Does Vaatsalya need to do anything different from its current practices? 9. How does their model compare to that of other socially conscious private hospitals? Will they pose a 	<p>Suggested reading from Markle:</p> <p>20 – Health Systems Management</p> <p>Farmer - Chapter 6 “Building an Effective Rural Health Delivery Model in Haiti and Rwanda”</p> <p>Required reading from Course Pack or in Session Folder:</p> <p>Reading 10: CASE. “Vaatsalya Hospital: Affordable Care in Proximity”</p> <p>Reading 33. Engaging the private health service delivery sector through governance in mixed health systems (WHO)</p> <p>Reading 36. Power and politics: the case for linking resilience to health system governance (BMJ global health)</p>

		competitive threat to Vaatsalya as it extends its reach?	
	TBA	Post two-page detailed outline with bibliography to Canvas>Assignments	
8	TBA	<p>Considerations for technology solutions for the health needs of low-resource countries.</p> <p>Learning objectives:</p> <ol style="list-style-type: none"> 1. Establish criteria for the adoption or re-design of “Western” market medical technology for resource-limited markets 2. Determine criteria for defining special requirements for medical technology in the developing world. <p>Case Preparation Questions (Select one of the following and provide a brief answer on CANVAS):</p> <ol style="list-style-type: none"> 1. Is the Lullaby Warmer the right solution for the Indian Market? 2. What are the characteristics and needs of business customers in low-resource settings? 3. Should GE go after this market? Why? 	<p>Suggested reading from Markle:</p> <p>Chapter 18: Global Health Communications</p> <p>Farmer - Chapter 9 “Values and Global Health”</p> <p>Required reading from Course Pack or in Session Folder:</p> <p>“Improving Health R&D Financing for Developing Countries: A Menu of Innovative Policy Options”</p> <p>THIS DOES NOT APPEAR IN THE COURSE PACK BUT CAN BE DOWNLOADED. SEE END OF AGENDA FOR URL</p> <p>Reading 45: Digital Health</p> <p>Reading 20: Case. “GE Healthcare India (A): The Market Challenge of Low-Resource Customers”</p>
9	TBA	<p>Private Sector Responses to Global Health Challenges: The Payor Function and Achieving Universal Health Care</p> <p>Universal Health Care is an ideal in pursuit by countries throughout the world. Many countries have established access to health as a human right in their constitutions. In this session, we will pursue the following learning objectives:</p>	<p>Required Reading from course textbook:</p> <p>Chapter 4: “Health for All? Competing Theories and Geopolitics”</p> <p>Required reading from Course Pack or in Session Folder:</p> <p>Reading 21: “Implementing</p>

		<ol style="list-style-type: none"> 1. Provide a theoretical definition of UHC 2. Provide a practical definition of UHC 3. Explore the implementation of UHC in a variety of countries in the developing world 4. Consider the role of the private sector as an agent in achieving UHC. <p>Case Preparation Questions (Select one of the following and provide a brief answer on CANVAS):</p> <ol style="list-style-type: none"> 1. Analyze the impact of the Six Factors on Bonitas. 2. Recommend a strategy for Bonitas 	<p>Universal Health Coverage: The Experience in Thailand, Ghana, Rwanda and Vietnam”</p> <p>Reading 22: “Moving towards universal health coverage: lessons from 11 country studies,” <i>The Lancet</i></p> <p>Reading 23: Can the private sector help achieve UHC?</p> <p>Reading 24: Case. “Bonitas”</p> <p>Reading 42: Assessing efficient of countries in making progress towards universal health coverage (BMJ Global Health)</p>
10	TBA	<p>Special Topics in Global Health: Human Resource Capacity Building – Where Public Must Meet Private</p> <p>Learning objectives:</p> <ol style="list-style-type: none"> 1. Understand the nature of the human resource limitations in the health care sector in developing countries 2. Consider innovative solutions to the problem of developing and retaining well-trained health care workers in developing countries 3. Examine the role of the private sector as a developer of talent, but also as a competitor for talent. <p>Learning objectives:</p> <ol style="list-style-type: none"> 1. Understand the nature of the human resource limitations in the health care sector in developing countries 2. Consider innovative solutions to the <p>Case Preparation Questions (Select one of the following and provide a brief answer</p>	<p>Suggested reading from Markle:</p> <p>Chapter 22: Education and Careers in Global Health</p> <p>Farmer et al. Chapter 7. “Scaling Up Effective Delivery Models Worldwide”</p> <p>Required reading from Course Pack or in Session Folder:</p> <p>Reading 26: “Human Resources for Health: Overcoming the crisis,” <i>The Lancet</i></p> <p>Reading 27: Case: “Addressing Tanzania’s Health Workforce Crisis through a Public Private Partnership: The Case of TTCIH”</p> <p>Reading 29. The Problem and</p>

		<p>on CANVAS):</p> <ol style="list-style-type: none"> 1. What was the state of the HRH crisis in Tanzania, and which structural, historical, and cultural factors contributed to it? 2. How did TTCIH differ from other training institutions in Tanzania in terms of its mission, scope and organization? 3. How was Novartis involved with TTCIH problem of developing and retaining well-trained health care workers in developing countries 4. Examine the role of the private sector as a developer of talent, but also as a competitor for talent. 5. What is a PPP? What were some of the advantages and disadvantages of adopting this model to TTCIH? What did Novartis, Swiss TPH, St. Francis and other external supporters bring to TTCIH? 	<p>Goals Are Global, the Solutions Are Local: Revisiting Quality Measurements and the Role of the Private Sector in Global Health Professions Education (Hamdy 2017)</p> <p>Reading 43: Combatting the COVID-19 pandemic in a resource-constrained setting (BMJ Global Health)</p>
	TBA	<p>Post Take-Away Exercise Submission by 11:59 PM. Post to Canvas>Assignments</p>	
11	TBA	<p>Special Topics in Global Health: Access to Medicines – A Joint Challenge for the Public and Private Sectors</p> <p>Learning objectives:</p> <ol style="list-style-type: none"> 1. Understand the fundamental issues interfering with access to medicines 2. Making the distinction between essential medicines and innovative therapies 3. Contrasting the approaches of the UN High Level Commission on Access to Medicines with the BIO/ABLE report <p>Case Preparation Questions (Select one of the following and provide a brief answer on CANVAS):</p> <ol style="list-style-type: none"> 1. Does Gilead have responsibility to 	<p>Reading 25: Case. “Gilead Sciences, Inc: Access Program”</p> <p>Reading 32: “Setting Cost Effectiveness Thresholds as a means to achieve appropriate drug prices in rich and poor countries”</p> <p>DOES NOT APPEAR IN THE COURSE PACK BUT CAN BE DOWNLOADED. SEE END OF AGENDA FOR URL</p> <p>SPECIAL READINGS – See CANVAS>FILES>SESSIONS:</p> <p>“UN High Level Panel on Access to Medicines”</p>

		<p>make its drugs available to people who cannot afford it? How far does this responsibility extend? Does Gilead's responsibility extend to developing distribution networks and supervising the proper use of its drugs?</p> <p>2. Is it wise to rely on Axios for distribution of Viread in Africa?</p> <p>3. Should Gilead register Viread in each country or attempt to expedite the process by relying on import waivers?</p> <p>4. Are the government agencies in the developing countries likely to expedite approval of the sale of Viread?</p> <p>5. Are the media and AIDS activist groups likely to monitor and critique the success of the Gilead Access Program?</p> <p>6. What, if anything, should Gilead attempt to accomplish with the WHO, and how successful is it likely to be?</p> <p>7. In designing its Access Program with whom should Gilead work or consult?</p> <p>8. How significant are the risks to Gilead's intellectual property rights for Viread, specifically those posed by compulsory licensing and Indian generic manufacturers?</p> <p>9. How significant are the risks of drug reimportation and counterfeits? What strategy should Gilead develop to deal with these risks?</p> <p>10. What other problems or obstacles not mentioned above should Gilead be worried about? How should Gilead mitigate them?</p> <p>11. How should Gilead price Viread in each of the income tiers? Defend your pricing scheme based on strategic and/or normative principles.</p> <p>12. What are the lessons learned?</p>	“Plausible but Wrong”
	TBA	<p>By Saturday, . . . 11:59 PM: Upload to Canvas>Assignments a succinct PowerPoint summary of the project that you will present on the final day of class. The standard length and allowed time for each presentation will be announced to the class by mid-semester once the final number of projects is determined (though will probably be about 5 to 10 minutes per presentation).</p>	

12 Double Session	TBA	<p>Student Presentations. Student teams will have a designated period to present a summary of their course projects.</p> <p>THIS WILL BE A DOUBLE SESSION</p> <p>Instructor Summation</p>	
	TBA	<p>By 11:59 PM post your final project to the Final Project Assignment Folder on Canvas</p>	

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