

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Spring 2014

Discipline: Public Health

SEMS 2500-104: Global Health

Division: Lower

Faculty Name: Andrea Parrot

Pre-requisites: A social science course desired.

COURSE DESCRIPTION:

This course will provide students with an understanding of the definitions, concepts, and principles of public health from an international perspective. Students will recognize how cultural, political-economic, and environmental trends shape health both locally and globally. Local, regional and global patterns of health and disease will be discussed, as well as the impact of global health interventions. The promotion of health equity, human rights, and social and environmental justice will be explored in relation to global health initiatives. We will also discuss how the outcomes of the United Nations Millennium Development Goals (specifically maternal and infant mortality, and HIV/AIDS prevention and treatment) can be improved by applying Public Health Principles.

COURSE OBJECTIVES:

- Understand definitions, concepts, and principles of public health in an international perspective.
- Recognize how cultural, political-economic, and environmental trends shape health both locally and globally.
- Characterize local, regional and global patterns of health and disease.
- Evaluate the impact of global health interventions.
- Demonstrate the capacity to value and promote health equity, human rights, and social and environmental justice.
- Determine how the Millennium Development Goals can be improved by applying Public Health Principles

REQUIRED TEXTBOOKS:

Global Health 101 (Essential Public Health) [Paperback] 2011 by Richard Skolnik
ISBN-10: **0763797510** | ISBN-13: **978-0763797515**, Jones & Bartlett Publishers

Monique and the Mango Rains: Two years with a Midwife in Mali (2006) by Kris Holloway
Waveland Press, **ISBN-10:** 1577664353, **ISBN-13:** 978-1577664352

TOPICAL OUTLINE OF COURSE:

A1- January 12: (Skolnik, chapter 1)
Introduction
Principles and goals of global health

A2- January 14: (Skolnik, chapter 3; WHO country profile, USA)
Health, Education, Poverty and the Economy

A3- January 16: (Skolnik, chapter 4)
Public Health in International Context
MDG related to International Public Health Initiatives

January 17: Hilo

A4- January 19: (Skolnik, chapter 2)
Discuss determinants, causation, and public health surveillance
Describe rates, risk factors, and health status indicators of morbidity and mortality

A5- January 23: (Skolnik, chapter 6)
Designing and implementing culturally competent interventions for improving health in diverse populations
Public health issues in Japan

A6- January 25: (WHO country Profile, Japan)
Identify disease determinants and causation in Asia

A7- January 27: (Skolnik, chapter 15;)
Working together to improve global health

January 29 - February 3: Yokohama, Transit, Kobe Japan

A8- February 4: (WHO country profile, China and Hong Kong)
Discuss China's public health policies

February 8-13: Shanghai, Transit, Hong Kong

A9- February 12: (WHO country profile, Vietnam)
Prepare to discuss public health issues and initiatives in Vietnam

February 14-19: Ho Chi Minh City, Viet Nam

A10- February 20: (Skolnik, chapter 7; WHO country profile, Singapore)
Identify the impact of the environment and describe how communicable diseases affect health

February 22-23: Singapore

A11- February 24: (WHO Myanmar country profile)

Identify the roles of public health in addressing health disparities and the needs of vulnerable populations, Public health issues in Burma (HIV and maternal Mortality)
Test 1

February 27 – March 4: Rangoon, Myanmar

A12- March 5: (Skolnik, chapter 9)

Explain the burden of infectious and chronic diseases and injuries on morbidity and mortality and approaches to early detection and prevention

A13- March 7: (Skolnik chapters 10; WHO Country Profile, India)

Maternal Mortality and Infant Mortality in India

March 9 - 14: Cochin

A14- March 15: (Kristof and WuDunn, chapters 6 & 7)

Discuss Global Health Issues in India

Identify and distinguish public health and prevention strategies from curative strategies for prevalent health problems

A15- March 18: (WHO country profile, Mauritius)

Identify how social and behavioral interventions affect population health

A16- March 20: (Skolnik, chapter 8)

Impact of the environment and describe how communicable diseases, including animal and food-borne diseases, affect health

March 21: Port Louis

A17- March 23:

Role of nutrition and physical activity in health and illness

A18- March 26: (Skolnik, chapter 11; WHO country profile, South Africa)

HIV/AIDS

Test 2

March 28-April 2: Cape Town

A19- April 3: (WHO country profile, Ghana)

Discuss Public Health Issues and Initiatives in the African Continent
FGM, Obstetrical Fistula

A20- April 5: (Holloway)

Discuss Monique and the Mango Rains

A21- April 8:

Global problems and solutions in international public health

April 10-14: Ghana

A22- April 15:

Discuss global health issues in Africa

A23-24: April 17 & 20

Student reports

April 23-27: Casablanca

A25: April 28

Final exam

May 2: Arrive in England

(Readings in parentheses)

FIELD WORK

Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab.

***FIELD LAB** (At least 20 percent of the contact hours for each course, to be led by the instructor.)*

Womens' Health Care, Childbirth, and Human-Related Rights in Ghana

This field lab takes us to a hospital in Ghana where we will tour a maternity ward and speak with physicians and midwives about childbirth practices in Ghana. Topics for discussion might include: the availability of pre- and post-natal healthcare for women; beliefs and practices around family planning; infant and maternal mortality rates; the role of midwives in Ghana today; the interaction of “modern” and “traditional” beliefs/ knowledge around pregnancy and childbirth; the use of anesthesia during childbirth; the availability of general gynecological care for women; the role of fathers in pregnancy and childbirth. It also promises to be a moving experience that speaks—in a vivid and immediate way—to some of the ideas about maternity, women’s bodies, and female sexuality raised by our literary texts. Certainly it will help us think further about whether there are aspects of women’s experiences that are “universal” and to what extent a biological process, such as childbearing, is significantly shaped by cultural context.

Academic Objectives:

1. Understand the issues related to maternal mortality in Ghana.
2. Explore the maternity services available to women in Ghana.
3. Identify the strategies that the local and government public health officials are employing to reduce maternal mortality in Ghana.

Field lab dress code is **Business casual**

What to Wear: For women, skirt or slacks and a blouse or collared shirt. For men, dress pants, a button down or polo. Personal appearance groomed and neat. Comfortable closed toe shoes.

Do NOT Wear: Tee shirts, flip flops, sneakers, jeans, shorts, short skirts, sweat pants, leggings, tank tops, and/or wrinkled, revealing, stained or dirty clothing.

FIELD ASSIGNMENTS

Field Component:

- Students will participate in the field lab related to the class. Students will be expected to write a comparison research paper on one of the issues presented during the field lab based on observations during the field lab as well as in another culture we will experience during the voyage. The students’ analyses must be appropriate, culturally sensitive, and professionally presented, and should be related to the material presented in lecture or readings. Students will be expected to reference the course text, lecture, and at least 5 other scholarly and/or reputable sources using APA guidelines. Students will also make a brief presentation in class on the chosen issue in the non-field lab culture, for example since the field lab addresses maternal health issues in Ghana, you may compare this maternal mortality, or midwifery in any of the other countries we will visit. The paper will present a comparison between those two approaches, and the class presentation made by the student will be on maternal mortality related issues in any country other than Ghana. (Comparative paper = 25% of the course grade, the class presentation will be worth 10% of your grade)

METHODS OF EVALUATION

1. Oral report 10%
2. Paper on field research 25%
3. Attendance and class participation (Participation in class activities; respectful and appropriate comments, which reflect evidence of readings. No student should dominate discussion. Appropriate behavior, appropriate participation in field lab) 20%
4. Tests 45%

METHODS OF EVALUATION / GRADING RUBRIC

Paper Evaluation Criteria

Evaluation Criteria	Point value				
Appropriate issue selected	2	1.5	1	.5	0
Appropriate countries (2) selected	1	.75	.5	.25	0
Comparison of 2 countries	2	1.5	1	.5	0
Logical progression of ideas	2	1.5	1	.5	0
Ideas clearly presented	2	1.5	1	.5	0
Scholarly/reputable sources cited in text	2	1.5	1	.5	0
Appropriate Analysis	4	3	2	1	0

Grammar and spelling	2	1.5	1	.5	0
Correct length (double spaced typed pages, 12 point font, standard margins) plus bibliography	2	1.5	1	.5	0
APAformat	2	1.5	1	.5	0
5 scholarly/reputable sources used excluding course readings, current sources (since 2004)	2	1.5	1	.5	0
Professional manner of presentation	2	1.5	1	.5	0
Printed back to back					
Total Possible = 25					

Note: one point will be deducted for every day the paper is late.

Oral Report Evaluation Criteria

Appropriate issue and country selected	1	.75	.5	.25	0
Critical Evaluation of issues	2	1.5	1	.5	0
Important points presented	2	1.5	1	.5	0
Relationship to class material/Field lab	2	1.5	1	.5	0
Professional manner of presentation, Creativity	1	.75	.5	.25	0
Questions answered effectively	1	.75	.5	.25	0
Clarity	1	.75	.5	.25	0
Total Possible Points	10				

RESERVE LIBRARY LIST

Kristof, N. & WuDunn, C. (2010) Half the Sky

ELECTRONIC COURSE MATERIALS

Kristof, N. & WuDunn, C. (2010) Half the Sky, Chapter 6 Maternal Mortality-One Woman a Minute pp. 93-103, A Doctor Who Treats Countries, Not Patients pp 103-109, Chapter 7 Why Do Women Die in Childbirth? pp 109 -123, Edna's Hospital p. 123 – 131

WHO country profile, China/Hong Kong <http://www.who.int/countries/chn/en/>

WHO country profile, England <http://www.who.int/countries/gbr/en/>

WHO country profile, Ghana <http://www.who.int/countries/gha/en/>

WHO country profile, Japan <http://www.who.int/countries/jpn/en/>

WHO country profile, India <http://www.who.int/countries/ind/en/>

WHO country profile, Mauritius <http://www.who.int/countries/mus/en/>

WHO country profile Morocco <http://www.who.int/countries/mar/en/>

WHO country profile Myanmar <http://www.who.int/gho/countries/mmr.pdf>

WHO country profile, Singapore <http://www.who.int/countries/sgp/en/>

WHO country profile, South Africa <http://www.who.int/countries/zaf/en/>

WHO country profile, USA <http://www.who.int/countries/usa/en/>
WHO country profile, Vietnam <http://www.who.int/countries/vnm/en/>

ADDITIONAL RESOURCES

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."