

**HEALTH EDUCATION 210
GLOBAL HEALTH**

Instructor: Chrystyna Kosarchyn, PhD, CHES
Office: Willett 109
Phone: 434-395-2543
Office hours:
e-mail: kosarchync@longwood.edu

*Please allow a 24 hour minimum response time; calls to non-local phone numbers will not be returned unless they involve an emergency issue.

Course Description: An examination of the physical, psychological, social, and environmental dimensions of health as encountered in a variety of cultures with a particular emphasis on those of the non-Western world. 3 credit hours.

This course is designed to meet Longwood University **General Education Goal 9: An understanding of the diversity of other cultures and societies.** As a result of taking this General Education course, students will:

1. understand the culture, society, and history of groups outside the Western European tradition.
2. employ an appropriate vocabulary and rational arguments to discuss complex issues involving the race, nationality, gender, ethnicity, class or sexual orientation.
3. understand the concept of ethnocentrism
4. differentiate between personal discomfort and intellectual disagreement in situations where cultures may conflict.
5. distinguish between facts and cultural assumptions relating to issues of diversity.

Texts (required):

1. *Global Health: Longwood University* – ISBN: 9781449646387

This is an online ePDF file that consists of selected chapters from the following books:

1. Skolnick, R. (2008). *Essentials of global health*. Boston: Jones and Bartlett Publishers. (Chapters: 1, 2, 3, 6, 7, 8, 9, and 10)
2. Sharma, M. & Atri, A. (2010). *Essentials of international health*. Boston: Jones and Bartlett Publishers. (Chapters 1, 6, and 7)
3. Jacobsen, K.H. (2008). *Introduction to global health*. Boston: Jones and Bartlett Publishers. (Chapter 6)

You can purchase the “access code” for this ePDF at the Longwood Bookstore or online at:

<http://www.jblearning.com/cart/default.aspx?bc=4638-7>

2. Vowell, Sarah. *Unfamiliar fishes*. (2011). New York: Riverhead Books. ISBN: 978-1594487873

Course Objectives: In addition to the above General Education outcomes, at the end of the semester students will be able to:

1. define health and its dimensions.
2. analyze the history of disease and medicine as it applies to the current world health situation.
3. discuss epidemiological concepts associated with world health issues
4. discuss how economic, social, and political factors affect health status throughout the world.
5. describe statistical measures that allow comparisons of health status between developed and developing countries.
6. explain the difficulties encountered when attempting to access the health status of a country.
7. describe and compare the diseases and disorders of affluent and poor countries as well as their

causes.

8. define the terms culture and ethnocentrism
9. describe various “aspects” of culture that are capable of affecting health status, both positively and negatively, around the world.
10. identify the health issues of major concern around the world that are impacted by cultural aspects.
11. analyze dietary patterns that affect health in various cultures.
12. analyze environmental factors that affect health in various cultures.
13. analyze psychological factors that affect health in various cultures.
14. analyze social factors that affect health in various cultures.
15. discuss population growth and its impact on health status of a country.
16. describe factors that affect fertility and birth rates in various cultures
17. analyze infant, child and maternal health issues and how they are impacted by cultural factors.
18. identify primary health care programs employed in developing countries.
19. describe activities of selected international organizations in the area of world health issues.

Tentative Class Schedule (subject to change)			
Week	Dates	Topical coverage	Readings
1		Introduction to health and world health issues	Skolnik: Ch. 1 (p. 5 – 17/294)
2		Health & development Determinants of health Assignment #1	Skolnik: Ch. 2 (p. 18-21/294 & p. 36-39/294); Skolnik: Ch. 3 (p. 42-56/ 294)
3		Historical perspectives on health and disease	Sharma & Atri: Ch. 1 (p. 147-184/294)
4		Historical perspectives continued Culture and health	Sharma & Atri: Ch. 1 (p. 147-184/294)
5		Culture and health Quiz	Skolnik: Ch. 6 (p. 58-71/294)
6		Culture and health continued Assignment #2	Skolnik: Ch. 9 (p. 110-112/294)
7		Disease concepts & communicable diseases	Jacobsen: Ch. 6 (p. 262-294/294)
8		FALL BREAK Midterm Exam	

9		Measuring health status	Skolnik: Ch. 2 (p. 21-36/294)
10		Environment and health Assignment #3	Skolnik: Ch. 7 (p. 73-85/294);
11		Population issues Assignment #4	Sharma & Atri: Ch. 7 (p. 211-261)
12		Population issues continued	Skolnick: Ch. 8 (p. 87-106/294)
13		Malnutrition Research Paper due	Sharma & Atri: Ch. 6 (p. 185-210/294)
14		Maternal and child health Assignment #5	Skolnik: Ch. 9 (p. 107-126/294)
15		Primary health care	Skolnik: Ch. 10 (p. 127-146/294)
Final Exam			

Course Requirements:

Active e-mail account – **checked at least once every 24 hours**

Assignments & quizzes 120 points

Midterm exam: 100 points

Research Paper 80 points

Final Exam: 100 points

Total Points 400 points

The final grade will be based on a quiz, assignments, a research paper as well as two exams (midterm and final). Each course requirement is worth the amount of points indicated above with the final grade based on the scale below.

Grading Scale:

A = 90-100	360-400 points
B = 80-89	320-359
C = 70-79	280-319
D = 60-69	240-279
F = 0-59	0-239

Exams and quizzes: Testing throughout the semester will take place according to the schedule provided above – please note, however, that the schedule is subject to change. **NO MAKE-UP EXAMS OR QUIZZES WILL BE GIVEN UNLESS PRIOR ARRANGEMENTS ARE MADE.**

Research Paper: Guidelines and grading rubric for the research paper on an approved “cultural-bound syndrome/folk illness” will be provided by the instructor early in the semester.

Assignments:

ALL ASSIGNMENTS MUST BE TYPED – points will be deducted for work that is not typed.

1. Article on a “health issue” in a country (or geographical area) other than the US (10 points)

Locate an article on any health issue (a problem, solution, or description of health related situation) in **any source** (online, magazine or newspaper articles), **in any country other than the United States.** It must be recent – with a **publication date within the last six months.**

Summarize the issue in at least one typed paragraph (what, where, when).

In another paragraph identify all of the dimensions of health that are being affected by this health issue and the reasons you identified the particular dimension(s) explained.

In a third paragraph, indicate whether the country/geographical area in which your health issue is found is “developed” or “developing” and why you think so (list your reasons).

You must turn in a copy of your article along with your answers - which are to be written in essay format.

2. Cultural aspect of health in a developing country (15 points)

Select a “cultural” practice in a developing country that has either a negative or a positive impact on health and locate at least one source that **describes the cultural practice and how it impacts health (again, either negatively or positively).** You must also include at least one source that discusses **how this practice affects health** (not just your “opinion” on how it affects health – you must find a source that provides this information and document it as well).

To receive the full 15 points for this assignment, you must:

Describe the cultural practice **in a well-developed essay** that includes what the practice entails, who practices it (identify the culture or ethnic group); where it’s practiced; why it’s practiced; what kind of an impact(s) it has on the health of the people practicing it; and which dimension of health is being affected by your selected cultural practice.

If applicable, provide a “visual” of your selected cultural practice. Make a copy of your “visual” reference and turn it in along with the assignment.

Cite and reference your source(s) in the documentation style (e.g., APA, MLA, etc.) that is required in your major.

Identify the documentation style and which “citation builder” you used, if applicable, at the end of the assignment.

PLEASE NOTE: Examples of cultural aspects already discussed in class will not be accepted as topics for this assignment.

3. Health status indicators for one developed country and one developing country (20 points)

PLEASE NOTED: your selected countries must be approved in advance!

Identify the two countries you are reporting on and find the following health statistics for each country:

- life expectancy (at birth) for females **and** for males (indicate year this statistic was reported and the source of this information – a website address is adequate for documentation purposes)**
- infant mortality rate (indicate year this statistic was reported and the source)
- HIV/AIDS – adult prevalence rate (indicate year this statistic was reported and the source)
- fertility rate (indicate year this statistic was reported and the source)
- top cause of death (include year reported and source).

Create a table for each country's health status indicators and then summarize your findings in a paragraph that compares and contrasts your two selected countries.

Be sure to include not only the “numbers” for each of the above statistics but also the “units” used (e.g. Argentina’s infant mortality rate is 16.53 infant deaths/1,000 live births).

****For documentation purposes:** If all your statistics are from one source, indicate the source (website address will suffice for this assignment) at the end of the assignment. If the statistics come from a variety of sources, indicate each website address where each statistic came from after each entry.

4. Book Report (30 Points)

Read *Unfamiliar Fishes* by Sarah Vowell and write a book report that includes the following:

- a summary of the book (**at least two typed pages in length**) that describes what it is about and what it covers.
- the author's purpose in writing the book (the whole point of the book) and the “cultural issues” covered in the book and the effect they had on the people of Hawaii.
- for each chapter in the book, list at least 5 things that you learned that you didn't know before reading the book, particularly as they relate to cultural issues and especially health (and all its dimensions)
- describe how the Hawaiian culture was changed, both negatively and positively, as a result of the events/activities discussed in the book
- your reaction to the book – how did you feel after you read it? what did you learn about ethnocentrism and its effect on a traditional culture as a result of reading this book?

The **minimum length** for this assignment is 5 typed pages.

5. Hunger Banquet Reaction Paper (25 points)

Attend the **Hunger Banquet** (date TBA) and describe your reaction to it in **an essay** that is **at least three (3) pages in length (typed)** which includes the following information:

- which “group” you were assigned to
- what was your “situation”, that is, who were you and what issues did you have to deal with (this refers to what was on the slip of paper that you received when you walked in – be sure to keep your slip so that you can answer this question)
- what your meal consisted of
- describe the differences between the three meals
- discuss whether you were satisfied with your meal – why or why not?
- how difficult would it for you to subsist on the meal you ate day after day after day? discuss the health effects if you ate this meal all the time
- how did you feel about the folks in the other groups and their meal? envious? empathetic? disgusted?, etc., and explain why you felt this way (answer this question as if it were “real life” and not just a “role play situation”)

8. did your feelings about those less fortunate than you change in any way (both those less fortunate participants of the Hunger Banquet as well as in real life)?
9. what could have been done by the Hunger Banquet participants to help those in the less fortunate groups? did anyone try to do anything or ask whether they could do anything?
10. what can you do to help the hungry, both in the US and in the world at large?
11. describe any changes or insights you gained as a result of the Hunger Banquet
12. what was the most important thing that you learned as a result of the Hunger Banquet? (**other than realizing how lucky you are!**)

To receive the full 25 points for this assignment, you must adequately cover each of the questions listed above AND fulfill the paper length requirement (3 pages typed).:

Opportunities for Extra Credit:

5 points: Written Report

Each student can earn a maximum of 5 points by attending **one** approved “activity” that is associated with the topics covered in the course. This opportunity is dependent on activities (presentations, lectures, films, etc.) that will occur throughout the semester, both on and off campus, and will be announced in class. (Students are encouraged to suggest such activities to the instructor although the instructor reserves the right of “approval” for such opportunities). In order to receive these 5 points, the student must write a one-page typed summary of the activity which includes, **and identifies clearly**, five things the student learned as a result of attending the activity. Points will be detracted if the summary is inadequate and/or doesn’t include the five things learned.

3 points: Oral Report

Each student can earn a maximum of 3 points by reporting to the class on **one** health-related news event that has occurred in the week preceding the “class report”. In order to receive these 3 points, the student must be the first to inform the instructor of the “news event” and provide the following information to the class: what, where, when, health impact and why, as well as answer any questions students may have.

LATE WORK WILL NOT BE ACCEPTED. ALL ASSIGNED WORK IS DUE AT THE BEGINNING OF THE CLASS PERIOD. EVEN IF THE STUDENT IS ABSENT ON THE DAY THE WORK WAS ASSIGNED (REGARDLESS OF THE REASON CLASS WAS MISSED) THE STUDENT IS STILL RESPONSIBLE FOR TURNING IN ASSIGNMENTS IN ON THEIR DUE DATES UNLESS PRIOR ARRANGEMENTS ARE MADE.**

****A one-time “exemption” to this policy for an assignment worth no more than 20 points is available to each student. The “late” homework “one-time exemption” must be turned in by 5:00pm of the day AFTER it was due - not the next time the class meets.** This policy does not apply to quizzes or exams – there are no “make-ups” unless agreed to beforehand.

Attendance policy: Students are expected to attend every class meeting during the semester. Failure to attend class regularly impairs academic performance and absences are disruptive to the educational process for other students. There are, however, instances when a class must be missed (for example: illness, a professional commitment, etc.). It is highly recommended that students miss as few classes as possible for there is a high correlation between class attendance and the final grade in this class. Should the necessity for a student to be absent from class arise s/he is still responsible for the material covered in class. **Any assignments that are not turned in on the day a class is missed OR those assigned during a class that is missed will not be accepted.**

Electronic devices: No cell phones are to be used during class – this refers to both making/receiving calls and texting. All such devices must be turned off at the beginning of the class period. **Use of electronic devices during class for such purposes will result in a loss of three (3) points per infraction.**

Accommodations: Any student who feels s/he may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact Maggie Butler, Director of the Office for Disability Resources (103 Graham Bldg., 395-2391) to register for services.

Honor Code: Students are expected to comply with all the requirements of the Longwood University Honor Code. Violations of the Honor Code, such as: cheating on any assignment, quiz, or exam; plagiarizing/inadequate documentation of references; etc., will result in failure of the class.

Bibliography:

Books

Basch, P.F. (1999). *Textbook of international health*. (2nd ed.). New York, NY: Oxford University Press.

Birn, A.E., Pilay, Y., & Holtz, T.H. (2009). *Textbook of international health: Global health in a dynamic world*. New York: Oxford University Press.

Ebomoyi, E.W. (1998). *Community medicine: A global perspective*. Belmont, CA: Star Publishing Company.

Fried, B.J., & Gaydos, L.M. (2002). *World health systems: Challenges and perspectives*. Washington, DC: Association of University Programs in Health Administration.

Gerdes, L.I. (Ed.). (2006). *Globalization: Opposing viewpoints*. Detroit, MI: Thompson-Gale Publishers.

Gofin, J., & Gofin, R. (2011). *Essentials of global community health*. Boston: Jones & Bartlett Publishers.

Helman, C.G. (2007). *Culture, health and illness*. (5th ed.) London: Hodder Arnold.

Koop, C.E., Pearson, C.E., & Schwarz, M.R. (2001). *Critical issues in global health*. San Francisco, CA: Jossey-Bass.

LaFront, S. (2003). *Constructing sexualities: Reading in sexuality, gender, and culture*. Upper Saddle River, NJ: Prentice Hall.

Levine, R. (2004). *Millions saved: Proven successes in global health*. Washington, DC: Center for Global Development.

McElmurry, B.J., Norr, K.F., & Parker, R.S. (1993). J. Wall (Ed.). *Women's health and development: A Global Challenge*. Boston, MA: Jones and Bartlett Publishers.

Merson, M.H., Black, R.E., & Mills, A.J. (2006). *International public health: Diseases, programs, systems, and policies*. (2nd ed.). Sudbury, MA: Jones and Bartlett Publishers.

Ritter, L.A., & Hoffman, N.A. (2010). *Multicultural health*. Sudbury, MA: Jones and Bartlett Publishers.

Tsui, A.O., Wasserheit, J.N., & Haaga, J.G. (1997). *Reproductive health in developing countries: Expanding dimensions, building solutions*. Washington, DC: National Academy Press.

Werner, D., Thuman, C., & Maxwell, J. (1992). *Where there is no doctor: A village health care handbook*. (2nd ed.). Berkeley, CA: The Hesperian Foundation.

Internet Sources

World Health Organization
<http://www.who.int/home-page/>

World Health Organization
www.who.int/csr/don/en

Directory of NGOs in Official Relations with WHO
www.who.int/ina-ngo/

Health and Medicine on the Internet

www.longwood.edu/library/research/ref/health.htm

Centers for Disease Control and Prevention

<http://www.cdc.gov/>

CIA World Factbook

<http://www.odci.gov/cia/publications/factbook/index.html>

Briefing guide to country and population characteristics

Traveler's Health

<http://www.cdc.gov/travel/index.htm>

CDC reports on diseases, health precautions...

Global Health.gov

<http://www.globalhealth.gov/>

World Health Indicators (United Nations)

<http://home.hccnet.nl/ad.beljaars.hils2000/figures.htm>

World Health Report (WHO)

<http://www.who.int/whr/current/en/>

World Social Indicators

<http://unstats.un.org/unsd/demographic/products/socind/>

United Nations Children's Fund

<http://www.unicef.org>

United Nations Population Fund

<http://www.unfpa.org/>

Oxfam International

www.oxfam.org

Academic Journals

1. International Journal of Health Promotion & Education
2. International Journal of Health Services
3. Journal of the American Medical Association
4. Journal of the American Public Health Association
5. Journal of the Public Health Policy
6. Social Science & Medicine
7. New England Journal of Medicine
8. World Health