

Healthcare Practice in Madagascar

IPBH-3500 (3 credits)

Madagascar: Traditional Medecine and Healthcare Systems

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

The modern (allopathic) medical system has been the main official and legal health care service delivery system of Madagascar until recently (2007) when the traditional medical system was officially recognized and legalized. Traditional medicine has been, and continues to be, practiced throughout Madagascar in both urban and rural settings as an available, accessible, affordable, and effective method of healthcare based on the use of biodiversity. The Healthcare Practice in Madagascar seminar examines health care practices in urban and rural settings to understand how the traditional and allopathic health care approaches operate. Ethical issues in health care provision, the roles of health care delivery professionals and informal health care practice in overall health care issues in the different systems are explored. The ethics of health care delivery service and the relations between poverty and health care accessibility are examined. The funding of healthcare in determining the quality of the service is explored and discussed as is Madagascar's healthcare delivery system in the context of globalized healthcare delivery. Classroom and field-based lectures and site visits to health care centers are interwoven as students complete data collecting assignments. This data collecting aspect enables students to write and submit a reflection journal report and a visual essay presentation based on their experiences over the course of the program.

Learning Outcomes

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

- Discuss the similarities and differences between healthcare practice in urban and rural settings
- Critically appraise approaches to healthcare in traditional and allopathic paradigms
- Demonstrate an understanding of ethical issues in healthcare delivery
- Explain the roles of healthcare delivery professionals in the different systems
- Situate Madagascar's healthcare practice in the global context.

Language and method of Instruction

This course is taught in English with students being exposed to vocabulary related to course content as well as the nuances of healthcare practices (traditional and allopathic) through in-country expert lectures held at the Laboratoire de Pharmacologie Générale, de Pharmacocinétique et de Cosmétologie (LPGPC) lecture halls situated at the 'Coline,' University of Antananarivo campus at Ambohitsaina, Ankatso; halls of other partner institutions in Antananarivo and Andasibe and field visits to a variety of health care provision centers as well as research and health resources (remedies) venues.

Required readings

Skolnik R. 2008, Essentials of global health. Sudbury, Jones and Bartlett Publishers, 322 pp., (paperback), ISBN 13: 978-0-7637-3421-3; ISBN 10: 0-7637-3421-7

World Health Organization, 2013. Traditional Medicine Strategy 2014 – 2023
http://www.who.int/medicines/publications/traditional/trm_strategy14_23/en/

These required readings provide comprehensive information on global health and an overview of the strategy of the World Health Organization for traditional medicine for the next decade. The required readings and other assigned readings are meant to enable students to broaden and deepen their knowledge about health systems globally and to eventually place Madagascar's healthcare system in the global context. The readings are also to help students prepare and to engage lecturers and other health professionals that they encounter in discussions.

Course Schedule

Module 1: Healthcare practice in Madagascar

The organization of healthcare systems has a bearing on the access of healthcare services to the citizens of a country. Madagascar's healthcare system is examined vis-à-vis its organization of both the allopathic and traditional medical systems. The different options of health care delivery of the country are explored and discussed. Providing more options of health care delivery in Madagascar (and globally) is discussed in context of the integrated health care system.

Lectures are complemented with visits to the Befelatanana Gynecology and Obstetrics Hospital and the SAF/FJKM Dispensary at Analakely, public and private allopathic health centers in an urban environment as well as to the Centre de Santé de Base 2 (CSB 2) at Andasibe, a public primary health care center in a rural area and to traditional healers' abodes at Lazaina and Tanampasika, in urban and rural locations, respectively.

These visits enable students to be directly exposed to the functioning of the healthcare systems with their contrasting structures and facilities and how these influence the service provision and delivery in terms of accessibility, affordability, and availability. Students get the opportunity to discuss issues of the different practices with the respective professionals.

Assigned readings

McMichael, A. J. 2008. The urban environment and health in a world of increasing globalization: issues for developing countries. *Bulletin of the World Health Organization* 78:1117-26

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2560839/pdf/11019460.pdf>

Quansah, Nat. 2011. The Impact of Biodiversity Conservation on the Practice of Traditional Medicine, Presentation at the *Africa Traditional Medicine Day Celebration, August 31 – September 01, 2011 Toamasina, Madagascar*

Randria, Narcisse J. 2019. Health care practice in Madagascar. Lecture notes. SIT, Antananarivo, Madagascar.

Module 2: Economics of healthcare delivery

Through lectures and site visits this module explores how access to health care is influenced by class, gender, and residence, and how regulations of the marketing of traditional remedies in Madagascar affect traditional health care practices. The module is complemented by site visits to Société de Transformation Malgache et d'Exportation (SOTRAMEX), a private company focused on medicinal plant exploitation for commercial purposes, research and community development; Petite Vitèsse, a Traditional medicine remedies market in Antananarivo, Befelatanana Gynecology and Obstetrics Hospital, Antananarivo; SAF/FJKM Dispensary, Analakely, Antananarivo and the CSB 2 in Andasibe. These visits enable students to see and understand some of the economic challenges of Madagascar's healthcare system and how the challenges affect the delivery of health care services as well as the ways these challenges are being addressed.

Assigned readings

Andriamparany, Tolotra A. 2019. Ethics and regulations on the commercialisation (marketing) of traditional medicine remedies in Madagascar. Lecture notes. SIT, Antananarivo, Madagascar.

Gunn, S. William A., P.B. Mansourian, A.M. Davies, A. Piel and B. McA. Sayers eds. 2005. *Understanding the Global Dimensions of Health*; Edited by). Springer Science + Business Media, Inc. ISBN 0-387-24102-7 (hbk). ISBN 0-387-24103-5 (eBook)

Ramihantaniarivo, Herlyne, 2019. Health care access and utilization, drug supply, and health funding. Lecture notes. SIT, Antananarivo, Madagascar.

Module 3: Rationalization of traditional medicine

Assuring the safe use of traditional medicine remedies has been a concern of users of these remedies as well as the skeptics of the traditional medical system. Standardization is seen as a means to achieve this goal of ensuring safe use of these remedies. This session deals with standardizing the remedies of traditional medicine as well as exploring the ways to authenticate and thus valorize traditional medicine practice through lectures and site visits to research centers. The module is complemented by site visits to the Centre National de l'Application de Recherche Pharmaceutique (CNARP), a public-funded pharmaceutical research center at Androhibe, Antananarivo and the Laboratoire de Pharmacologie Générale de Pharmacocinétique et de Cosmétologie (LPGPC), University of Antananarivo.

Assigned readings

Beaglehole, R. & Bonita, R. (2005). Strengthening Public Health for the New Era. In: *Global Public Health: A New Era*. Beaglehole, R. ed. pp 253-268. Oxford University Press, Inc. New York. USA

Randimbivolona, F. 2019. Standardization and optimization of traditional medicine resources. Lecture notes. SIT Study Abroad Summer Program, Antananarivo, Madagascar.

Evaluation and Grading Criteria

Assignments

The Healthcare Practice in Madagascar course has three main assignments and a participation requirement. The assignments are designed for students to study, reflect upon, and draw conclusions about particular issues of healthcare practices based on their various experiences during lectures and the diverse site visits as well as other activities that they engage in.

Reflection Journal (*see program calendar for due date*)

Students are required to keep a Reflection Journal for scheduled site visits. For each visit you must make an entry of at least half of an A4 page, you may want to write more to delve into certain issues. These logs are intended to help you document your work as well as step out of it briefly for reflection, analysis, and critique of what you are learning. Include both documentation of what you've accomplished and reflective thinking about why and how what you're experiencing is/could be important, to yourself, the organization, the other participants or larger local/global issues. Reference lectures and discussions from the Healthcare Practice Seminar, experiences from your homestays and other personal encounters that provide insight into your experiences.

Your **Reflection Journal Report** (*written in WORD Format*) must be in the form of **4-6-page Synthesis Essay** that provides a deeper understanding of your experiences over the course of the program. You should examine the relationships you have found between theory and practice, and provide your evaluation of healthcare practice in Madagascar.

Visual Essay of Healthcare Practice in Madagascar (*see program calendar for due date*)

Visual literacy is the set of skills involved in the interpretation and criticism of images. The concept of visual literacy is also the ability to create and use images to communicate. In this assignment you need to compile images (photographs) from your experiences during visits to the various centers and areas to produce a 10 - 15-minute visual presentation (*Powerpoint*) or *Video (3-4-minute)* of your experiences in Madagascar within the themes of Traditional Medicine and Healthcare Systems in Madagascar. You may also use images from other personal encounters where necessary to give context to some of your reflections and arguments. Think carefully about what you want to depict and why – tell a story about the various situations you have been placed into and have created for yourself. **What do you want us/others to know about your journey and discoveries with regards to health care delivery as a vehicle for development and social change in Madagascar?** You will have an additional five minutes for Question and Answer.

Participation

Participation in class refers to attendance, punctuality, attentive listening and active engagement in all academic seminar lectures, discussions, field trips and other activities. It also means polite and respectful behavior.

Assessment of a student's participation in the program happens throughout the semester and is based on the following criteria:

- **Attendance:** promptness to all activities, and positive presence in all program environments;
- **Involvement in class:** paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm, entertaining contradictory perspectives, sharing knowledge and information;
- **Respect:** polite and respectful behavior towards SIT program partners, host institutions, SIT staff, homestay families and communities, and fellow students.

Assignments

Arrival Quiz	20%
Reflection Journal	40%
Visual Essay	30%
Participation	10%

Grading Scale - The grading scale for all classes is as follows:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
Below 64	F

*All written assignments should be typed unless permission is given otherwise. Make sure you have a flash drive, laptop or computer available and keep back- up files so nothing gets accidentally lost or erased.

Grading Criteria

All grades assigned will take into account the students' special circumstances and challenges they face as foreign students. An "A" grade for an assignment entails superior (not just "very good") performance in terms of structure and organization of assignments, analysis, logical argumentation and consistency, and the provision of factual, numerical and/or historical evidence. In terms of Class Participation, an "A" grade refers to full attendance, punctuality, attentive listening and active engagement in all practicum experiences, discussions, field trips and other activities. It also means polite and respectful behavior. The level, frequency, and quality of the students' participation will be monitored and taken into account.

Disability Services

Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.

Please refer to the SIT Study Abroad handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the Student Handbook and the Program Dossier given to you at Orientation.