Healthcare Systems & Policy in Jordan

MDES 3000 (3 credits, 45 class hours)

SIT Study Abroad Program:
Jordan: Health & Community Development

Course Description
This course is designed to introduce students to health realities in Jordan and the government’s efforts in building a modern healthcare infrastructure to serve its population. The course provides a background to Jordan’s modern history of public health improvements and focuses on the challenges facing health professionals, such as chronic health problems typical of a developed nation and concerns about protecting the environment for future generations.

The course integrates classroom lectures, field visits to health institutions and associations serving different population groups to learn through first-hand experience what is being done to improve the health of the population and to complement their classroom-based learning, and assigned readings. Field visits will also provide students with an opportunity to examine the similarities and variations in healthcare delivery and understand the impact on health status.

The course is divided into three main modules: 1) Development of Public Health and Policy in Jordan; 2) Healthcare Systems and Health Populations; 3) Reproductive and Child Health. The objective is to provide students with a comprehensive overview of public health, healthcare systems and the major health risks and hazards health professionals face in Jordan.

The lecturers are drawn from national universities, in particular the Medical School and School of Nursing at Jordan University, Jordan University Hospital, and visiting lecturers from various Jordanian associations. These public health professionals are invited to share their experiences and the challenges they deal with in the field.

Course Objectives
The Healthcare Systems and Policy course has an interdisciplinary and critical focus encompassing 45 academic hours (3 credits). Its main objectives:

*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.
• To study from both a theoretical and practical standpoint the development of healthcare systems and policy in Jordan

• To explore current issues related to the provision of healthcare and the challenges facing health professionals

• To assess the status of reproductive health and related child health issues

• To evaluate access to healthcare by different demographic populations including Bedouin tribes and refugees

• To provide an in-depth understanding of non-communicable, chronic disease such as cardiovascular disease, renal failure, diabetes or respiratory diseases on health development in Jordan

Expected Outcomes
By the end of the course, students should have attained the following:

• To demonstrate country-specific knowledge about systems and policy

• To show greater understanding of the factors that have led to increases in non-communicable diseases in Jordan

• To demonstrate knowledge of the health status of unique population groups in Jordan and related cultural factors

• To show understanding of the impact of national health strategy on the development of reproductive health child health issues

• To produce critical papers on issues of health systems, policy and non-communicable, chronic diseases in Jordan

Course Requirements

Readings
You are responsible for all the required readings, and should be prepared to bring them to bear on discussions in class. The readings will help you place the classes in their context, to challenge and engage lecturers, to generate questions for class discussions and to deepen your knowledge of particular aspects discussed in class. They are not necessarily tailor-made for each and every class. Other required readings for each class are assigned at the beginning of the semester.

General Required Readings

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**Country-Specific Required Readings**


**Evaluation and Grading Criteria**

**Assignments**

Timely completion of all assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, depth of understanding, argumentation and presentation of evidence.

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Literature review on predeparture materials</td>
<td>15%</td>
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<tr>
<td>Critical analysis</td>
<td>15%</td>
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<tr>
<td>Weekly synthesis sessions</td>
<td>15%</td>
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<tr>
<td>Field site reports</td>
<td>15%</td>
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<tr>
<td>Comprehensive essay exam</td>
<td>20%</td>
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<tr>
<td>Class Attendance and Participation</td>
<td>20%</td>
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• The Literature Review consists of 2 essay questions. Students will be expected to respond to 1 question and will have three days to complete the assignment.

• During the semester, students will be required to write one critical analysis based on lectures and readings assigned. Papers should 2-3 pages long.

• Students will also be required to lead one weekly synthesis session. Leading a synthesis session requires that the student prepare a summary of one of the week’s lectures and readings, make comments and prepare questions for class discussion.

• Following each field site visit, students will be expected to prepare a 2 page analytical paper focusing on observations made during the visit, issues raised and/or presentations given by health professionals during the visit.

• The comprehensive essay exam will consist of 2 essay questions. Each response should be approximately 3 pages long.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>84-86%</td>
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<tr>
<td>B-</td>
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<td>70-73%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>64-66%</td>
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<tr>
<td>F</td>
<td>below 64%</td>
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Grading Criteria
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 Academic Seminar lectures, 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.

Student Expectations

Class 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.

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.

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