



Approaches to Community Health in South Africa

IPBH- 3000 (3 Credits/ 45 class hours)

SIT Study Abroad Program:
South Africa: Community Health and Social Policy

Course Description

'Approaches to Community Health in South Africa' is a 3 credit course (45 hours), divided by three modules. The course is designed to introduce students to the social and historical features of South Africa in order to provide the requisite background knowledge for students to effectively engage in topics related to the promotion and provision of health care and the various modes of communication that affect people's perceptions of health in South Africa. Taught by academics and practitioners from the University of Kwazulu Natal, students engage with such topics through lectures and excursions to relevant sites, including appropriate NGOs. Readings complement the discussion topics and assignments and assessments further engage the students to critically reflect on these dimensions of health in the South African context.

Course Objectives

The Approaches to Community Health in South Africa course has an interdisciplinary and critical focus encompassing 45 academic hours (3 credits). Its main objectives:

- To provide students with necessary historical and demographic understandings necessary to interrogate attitudes and behaviors that affect Health-seeking paradigms and risk-taking behaviors.
- To examine how culture and difference necessitate a community-based approach to health interventions.
- To investigate principles coming out of international health conferences and interrogate their application in local contexts.
- To probe the influence of media and communication in social development, behavioral change and health promotion

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Expected Outcomes

Students can expect to gain:

- Demonstrable understanding of the manner in which South Africa's social, political and historical features shape the contemporary health scene in the country, with particular emphasis on the context and conditions of marginalized communities;
- The ability to critically assess and articulate the various forms of health care provision in South Africa;
- The capability to critically assess a number of health promotion and prevention paradigms, theories, goals and discourses
- The capacity to elucidate the role of communication in local understanding of a cross section of health issues.

Course Requirements

Readings

You are responsible for all the 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 necessary tailor-made for each and every class. Supplementary reading materials, not mentioned on the list, will sometimes be assigned and made available.

Baldwin, R. (ed.). 'An Ambulance of the Wrong Color.' In: *Health and the Apartheid State*. Cape Town: UCT Press, 1999.

Beck, Roger B. *The History of South Africa*. Westport, CT: Greenwood Press, 2000.

Butler, M. *Zulu Traditional Authorities* (2002)

http://www.sarpn.org.za/CountryPovertyPapers/SouthAfrica/may2002/land/traditional_authorities_1.pdf

Daniel, John. *Histories of Cato Manor* (1998) [<http://www.sahistory.org.za/pages/library-resources/thesis/kumi-naidoo/chapter2.htm> - accessed 3/9/2008]

Day, C and A. Gray. *Health Indicators* [www.hst.org.za]

Fontes and Roach. *Condom Nations* (September, 2007) [www.foreignpolicy.com]

Harrison, David. *An Overview of Health and Health care in South Africa 1994 – 2010: Priorities, Progress and Prospects for New Gains*. Discussion document commissioned by the Henry J. Kaiser Family Foundation to help inform the National Health Leaders' retreat, Muldersdrift, January 24-26, 2010. [<http://www.hst.org.za/uploads/files/overview1994-2010.pdf>]

Havermann, Roy and Servaas van der Berg. *The Demand for Health Care in South Africa. Stellenbosch Economic Working Papers*, 6 (2002). [<http://ideas.repec.org/p/sza/wpaper/wpapers6.html>]

Hoeken, Hans and Piet Swanepoel (eds.). *Adapting Health Communication to Cultural Needs: Optimizing Documents in South African Health Communication in HIV and AIDS*. Philadelphia: John Benjamins Publishing Co., 2008.

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Kickey A and P. Whelan. *Sources and Methods of Funding the Health Sector Response to HIV/AIDS* (2001) [www.idasa.org.za/gbOutputFiles.asp?WriteContent=Y&RID=652]

Lagerwerf, L., H. Boer and H. Wasserman (eds.). *Health Communication in Southern Africa: Engaging with Social and Cultural Diversity*. Amsterdam: Rozenberg Publishers, 2009.

McLeod, HD. Mutuality and Solidarity in Healthcare in South Africa. *South African Actuarial Journal*, 5 (2005), pp. 135-67.

Morrel, R. (ed.). *African Masculinities*. Pietermaritzburg, University of KZN Press, 2005.

Naidoo, K. South African Indian identities (1998)
[<http://www.sahistory.org.za/pages/library-resources/thesis/kumi-naidoo/chapter2.htm> - accessed 3/9/2008]

Query, Jim L. 'The History and Development of the Field of Health Communication', In: *Health Communication Research: Guide to Developments and Directions*, L.D. Jackson and B.K. Duffy (eds.). Westport, CT: Greenwood Press, 1998. 1-15.

Zegeya, Abebe and Richard L. Harris. *Media, Identity and the Public Sphere in Post-Apartheid South Africa*. Netherlands: Koninklijke Brill, 2003.

PLEASE NOTE: COURSE CONTENTS, LECTURERS AND READINGS MAY BE MODIFIED AS NEEDED. SHOULD ANY CHANGE OF CLASS TOPICS OR LECTURERS BE NECESSARY, STUDENTS WILL BE PROMPTLY NOTIFIED.

Evaluation and Grading Criteria

Assignments

Timely completion of all seminar assignments is expected. Unless otherwise stated, all assignments and papers must be turned in on the due date, by 5 pm at the very latest. Assignments may be given to the Academic Director (AD) or Program Assistant. Any assignments received after 5 pm on the due date will be considered late. Late assignments will be docked 5% of the total grade for each day late. No assignment will be accepted after 7 days late, i.e., your grade will be a "0" if it is more than one week late. If special circumstances arise and you believe you will be late in turning assignment, it is your responsibility to talk with the AD at least one day before the due date. No extensions will be given on the date an assignment is due. All assignments are evaluated according to organization, analytical quality, depth of understanding; argumentation and presentation of evidence. Students will be assessed on the quality of their graded work and their thoughtful participation in the seminar.

1. Essay 1. History and Demographics. 30%. Using materials gathered from lectures, homestay and other sources write a 2500 word Essay describing how South Africans understand past histories and current realities and how this affects their expectations regarding access to health.
2. Essay 2. Application of Health Promotion Principles Essay 40%. Pick a specific Health Issue and explain how a health promotion intervention can be constructed by using number of Health promotion principles from specified conferences so as to achieve

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progress towards the Millennium Development Goals for South Africa (4000-5000 words)

3. Essay 3.Communication and Media Essay. 30%. Analyze a specific health promotion effort that has utilized communication and/or the media and comment critically on its effectiveness. 2500 words

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
Bellow 64	F

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.

Program Calendar

The Approaches to Community Health course is divided by the following three modules with their respective topics to be covered:

Module 1 – South Africa Social and Historical Demographics

In addition to classroom seminars, the South Africa Social and Historical Demographics course includes excursions to educational sites and concurrent homestay with Zulu-speaking families.

1. Course Overview Mrs Zandile Wanda
2. Cato Manor Mr John Daniel
3. State of the Nation Mr John Daniel
4. Health Issues in Cato Sister Luthuli
5. Hist of Health in SA Cathy Burns
6. Zulu Identities Muzi Hadebe
7. SA Indian Issues Vino Reddy
8. Education Mr Singh
9. Social Welfare Shirin Motala
10. Health Indicators Andy Gray

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Module 2 – Theories of Health Promotion and Provision

This module is also taught by local experts in the classroom with an excursion to The Valley Trust and local NGOs to provide practical experience of theories in application.

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| 1. Primary Health Care from Alma Ata to the MDGs | Clive Brusas |
| 2. Rural Health and Social Justice | Stephen Knight |
| 3. Climate Change and Health | TBA |
| 4. Epidemiology and Research | Mark Colvin |
| 5. Traditional Healing | Nceba Gcaleni |
| 6. Sanitation | Dr Stephen Knight |
| 7. The Rights-based Approach | Yousuf Vawda |
| 8. The role of Nutrition | Kerry Dolloway |
| 9. Globalisation and The Pharmaceutical Industry | Andy Gray |

Module 3 – Communication and Health

This module concentrates on the role of the media and communication, which is being recognized as a major strategy for improving the abilities of communities to take control of their own health.

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| 1. Communication and Health | TBA |
| 2. Theories on development | Mrs Lauren Dyll-Mykelbust |
| 3. Development Theories and Health Promotion | Mrs Lauren Dyll-Mykelbust |
| 4. Body Mapping Practical | Mrs Eliza Govender |
| 5. The Psychology of Advertising | Mr Zed McGladdery |
| 6. Soul City and Edutainment | Mrs Lauren Dyll-Mykelbust |
| 7. Lovelife and Teen culture | Mrs Eliza Govender |
| 8. 1voice and the role of school-based roleplayers | Mrs Eliza Govender |
| 9. Excursions to Health Promotion NGOs | TBA |

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. You are also expected to practice culturally sensitive behavior at all times and put forward a solid effort to use the local language

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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