Development Policy and Health
IPBH 3005 (3 credits / 45 hours)

SIT Study Abroad Program:
Switzerland: Global Health and Development Policy

PLEASE NOTE: We continuously develop and update our syllabi; therefore actual course content is slightly modified from semester to semester. Thus it is likely that the contents listed below will not coincide with exactly the same lectures and readings of consecutive semesters.

Description
The course explores how development policy impacts international and local health policy as well as the effects of such policies on local realities as they relate to the health sector in the developing world. The course reviews the roles of national and international development as well as non-governmental agencies, in public health. Students learn how international organizations work at the policy level to affect change in the health sectors.

Learning Outcomes
The Development Policy and Health course comprises 45 hours of instruction (3 credits). Upon completion of the course, students will be able to:

- Assess the impacts that development policy has on public health and health status;
- Identify the ways in which development health policy is informed and formulated;
- Discuss in detail how development policy impacts the health sector;
- Analyze the roles of international organizations and NGOs in development policy and health;
- Explain the obstacles that development projects face in the developing world;
- Illustrate the potential impacts of development projects on health under different scenarios.

Language of Instruction
This course is taught in English, but students will be engaging local community members in French as part of the course and will be exposed to vocabulary related course content as well as the nuances of global health and development through in-country expert lectures and field visits.

Schedule
*Please be aware that topics and excursions may vary to take advantage any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

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Class time will include lectures, case studies, briefings at international organizations and NGOs, field visits and class discussions. Participation is expected in the form of questions and discussions pertaining to the class content and reflections/comparisons with reading material. Course evaluation includes an essay, a final exam, as well as participation in group discussions.

Module 1: Development Policies and Health Care Systems
This module introduces different approaches to and policies of development, taking into account macro-economic and micro-economic development strategies, and discusses the shift from the Millennium Development Goals (MDGs) towards the post-2015 sustainable development agenda: The Sustainable Development Goals (SDGs). It also reviews different health care systems.

Session 1: Development Concept and Practices
This session gives an overview of key sustainable development goals and emphasizes the importance of global health in a context of South-South cooperation.

Required Reading:

Session 2: Health and Anthropology
The session demonstrates the increasing importance of anthropology in global health.

Required Reading:

Session 3: Public Health Systems in a Comparative Perspective
The session introduces and compares different national models of, and approaches to, public health taking into account the public health systems of the U.S. and Switzerland, as well as 3rd member states of the most industrialized countries coinciding with the Organization for Economic Cooperation and Development (OECD). Furthermore, it introduces the concept of public health in a comparative international perspective.

Required Readings:

Module 2: Human Development and Environmental Sustainability
This module elaborates on sustainable development, taking into account the notion and concept of human development as well international development strategies directed at the protection of the natural and human environment. In this context, student will have briefings with experts at the United Nations Development Program (UNDP) and learn about the Agency's collaboration with the Global Fund. They will also have a briefing by the United Nations Environmental
Program (UNEP) and a presentation by a representative of WaterLex about Water, Sanitation, and Hygiene (WASH) in the context of humanitarian relief and development aid.

Session 1: Sustainable Development and Human Development
During a field visit and briefing at the UNDP, students will be further exploring the post-2015 Sustainable Development Agenda and will be introduced to the concept of human development with its human rights approach to economic development. Students will have the opportunity to discuss with experts the agency’s role and contribution to the global prevention of disease against the background of its collaboration with the Global Fund.

Required Readings:

Session 2: Environmental Protection and Sustainable Urban and Rural Development
During this session, students will have a field visit and briefing at UNEP. They will learn about UNEP’s contribution to the alleviation of emerging global threats to environmental and ecological sustainability, development and health, including climate change.

Required Readings:

Session 3: Water and Public Health
This session addresses the importance of providing safe water supplies, and hygienic sanitation for global health, particularly in humanitarian contexts where the risk of cholera and other diarrheal disease outbreaks is at its highest and explores ways of safeguarding the human right of access to safe drinking water. The lecture will be given by a high-level expert and representative of the non-governmental agency WaterLex.

Required Readings:

Module 3: International Development Perspectives
This module is delivered during the international educational excursion to Morocco. Students will have field visits and briefings at strategic national, international, and non-governmental agencies in the country’s capital city of Rabat and will contribute to a community health promotion activity in collaboration with the national health ministry and the Foundation ALTHEA.

(A separate and more detailed program schedule of the study trip is distributed to students prior to the departure to Morocco.)

Required Reading:
Module 4: Food Security and Sustainable Agricultural Development
This module examines the challenges of global food security and nutrition, particularly in fragile country settings.

Session 1: Food Security in Humanitarian Contexts
During this session, students will interact with an expert from the UN World Food Program and discuss food security programs in developing countries, and humanitarian settings. In this context, students may also have the possibility to discuss the emerging norm of access to safe and healthy food and nutrition as human right.

Required Readings:

Module 5: Health, Food Culture, and Lifestyles
This module elaborates on the links between health, nutrition, life style, and the importance of addressing the risk factors for disease prevention.

Session 1: Impact of Alcohol on Human Health and Youth Populations
This session takes an epidemiological approach to alcohol and alcohol policies and explores its impact on physical and mental health with special attention to youth populations. Students will have a lecture by a lead medical expert from the cantonal hospital center in Lausanne (CHUV).

Required Reading:

Session 2: Impact of Obesity on Global Public Health
This session examines the impact of obesity on public health, the opportunities and challenges of preventing it in industrialized and developing countries.

Required Reading:

Module 6: Mental health
This module examines different aspects of mental health at the national and international level and reviews the mental health needs of migrant populations in Switzerland.

Session 1: Public and International Perspectives on Psychological and Psychiatric Care
In this session, students will visit the psychiatric clinic of the University Hospital center in Geneva and have an interactive lecture with a lead psychiatrist and professor on global mental health and mental health in Switzerland including issues related to vulnerable populations such as refugees.

Required Readings:

Module 7: Selected Current Issues in Global Health
This module reviews current issues in global health, such as breastfeeding and the politics of stakeholders’ governance and conflicts of interests, the elimination of child labor, and current challenges with HIV/AIDS prevention

Session 1: Food Safety and Whistleblowing
This session examines the risks for public health related to food safety taking into account opportunities and challenges of protecting whistleblowing in the field of public health and nutrition policies.

Required Readings:

Session 2: Breastfeeding in Global Health Governance
This session will address breastfeeding in a global health governance perspective and include a critical reflection on multi-stakeholder partnerships in the field of global health, including a discussion on conflicts of interests with non-state actors.

Required Readings:

Session 3: Implications of Child Labor on Health and Sustainable Development
During this session, students will have a lecture by an independent expert and consultant of the International Labor Office (ILO) on its International Program for the Elimination of Child Labor (IPEC).

Required Reading:

Session 4: HIV-AIDS Briefing at UNAIDS
UNAIDS, the joint United Nations Programme on HIV/AIDS, is an innovative partnership that leads the world in achieving universal access to HIV prevention, treatment, care and support. The session reviews the role of UNAIDS and progress in the global prevention of HIV.

**Required Reading:**

**Student Evaluation and Grading Criteria**
Evaluation will be based upon the following:

**Description of Assignments:**

**Critical Essay (40%):**
The assignment is to write a critical essay on a subject matter freely chosen by the student in the field of international development. This critical essay is based on a review of the relevant literature regarding the chosen topic. This essay will show what is the current state of knowledge about a certain topic and what are the current theoretical or policy issues related to that topic. The subject matter might be linked to health although this is not a requirement. Students write a research paper of about 10 pages. No interactive field research is required for this assignment. It is a take-home essay.

**Final Exam (50%):**
This is an in-class non open book exam of about 3 hours computer-typed. Answers are to be drawn in essay format using the integrated approach and taking into account the required readings, lectures, briefings and notes from in-class discussions.

**Class participation (10%):**
Attendance and informed participation in all scheduled lectures, briefings, and review sessions are required. In the framework of review sessions, each student will provide a short presentation on a select required reading.

**Assessment:**
Critical Essay: 40%
Final Exam: 50%
Class Participation: 10%

**Grading Scale**
Grades are given both fairly and rigorously and in accordance with the system below. They will reflect a combination of quality of performance, progress made, the ability to take into account and assimilate the Academic Director’s and the teachers’ advice. An “A” letter grade reflects exceptional work, perfect combination of academic competences and personal research and analysis. It shows great ability to integrate field-based investigation and personal reflection into a structured and well-argued paper. A “B” letter grade reflects serious and methodical work as well as a substantial effort at analyzing and understanding cross-cultural issues. A “C” letter grade shows the work meets the requirements but needs more in-depth reflection and personal involvement. A “D” letter grade is insufficient and clearly reflects lack of work or serious deficiencies.

**Grading Scale:**
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

Expectations and Policies

• **Show up prepared.** Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
• **Have assignments completed on schedule, printed, and done according to the specified requirements.** This will help ensure that your assignments are returned in a timely manner.
• **Ask questions in class. Engage the lecturer.** These are often very busy professionals who are doing us an honor by coming to speak.
• **Comply with academic integrity policies** (no plagiarism or cheating, nothing unethical).
• **Respect differences of opinion** (classmates, lecturers, local constituents we engage with on-site visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

**Academic Policies:** SIT prides itself on providing students with an experientially based program; we hold ourselves, and our students, to the highest of academic standards. Students are asked to refer to the **SIT Study Abroad Handbook** for policies on academic integrity, ethics, academic warning and probation, diversity and disability, sexual harassment and the academic appeals process.

**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.