2013 Course Catalog

Field-based programs in more than 40 countries worldwide
Argentina

Public Health in Urban Environments

Examine the realities of public health policy, the challenges of urban epidemiology, and the issues of healthcare equity in Buenos Aires—one of Latin America’s largest cities.

Coursework

Lecturers are drawn from universities such as ISALUD University and Arturo Juaretche National University (AJNU), research centers such as the Center for Population Studies (CENEP) and the Center for the Study of State and Society (CEDES) as well as hospitals and health ministries.

**Health Systems, Policies, and Programs**
IPBH 3005 / 3 credits / 45 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course introduces students to healthcare in Argentina and its development as part of the social, political, and economic fabric of Argentine society. Students study the societal responses that have occurred throughout Argentina’s history that affect health and well-being. Through a comparative approach, the course analyzes national, provincial, and local health systems as well as private, public, and socialized healthcare throughout the country. Students examine firsthand the disparities of health and equity and investigate alternative policies designed to reduce inequality.

**Epidemiology and Social Determinants of Health**
IPBH 3000 / 3 credits / 45 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course focuses on the epidemiological profile of Argentina and how living in urban environments can shape the health conditions of individuals. Living conditions have improved because of achievements in the public health sector in Argentina; however, great inequalities and inequities in health still exist. The course enables students to understand contemporary health challenges as they relate to epidemiology and social determinants of health and to develop the critical-thinking skills necessary to effectively engage with these issues.

**Educational Excursions**
The program typically includes field excursions within the area of Buenos Aires as well as a one-week stay in Tucumán, Mendoza, and/or Neuquén-Rio Negro provinces. In each location, course sessions and educational visits are delivered by local faculty, health practitioners, government officials, and local community groups.

**Intensive Language Study: Spanish for the Health Sciences**
SPAN 2000–3000 / 3 credits / 45 class hours
Classes focus on oral comprehension and communication, situational practices of new grammatical concepts to enhance interviewing skills, written assignments, and informal interactions. Additional emphasis is placed on increasing language skills in areas related to the thematic focus of the program. Based on in-country evaluation, including oral proficiency testing, students are placed in appropriate class levels, with further language practice during homestays, lectures, and field visits.

**Public Health Research Methods and Ethics**
IPBH 3500 / 3 credits / 45 class hours
The course teaches skills that enable students to design and conduct an Independent Study Project in the field of public health within the context of Argentina while following ethical standards. The course complements the program’s two interdisciplinary courses. Emphasis is placed on appropriate methodologies, research design, and the ethics of applied health and social research. Material includes the World Learning/SIT Human Subjects Review Policy.

**Independent Study Project**
ISPR 3000 / 4 credits / 120 class hours
The Independent Study Project offers students the opportunity to undertake a specific and individualized independent field study project that falls within the program’s parameters and integrates learning from the various components of the program. Through the project, students gain a greater understanding of the public health sector and epidemiology challenges in the context of Argentina. Sample topic areas: grassroots advocacy and healthcare services; AIDS policy and care; public health consequences of environmental contamination; gender and reproductive rights; challenges to achieving the UN Millennium Goals in Argentina; healthcare among immigrant populations.

For more detailed information on this program, including photos, video, and course syllabi, visit us online at [www.sit.edu/ARH](http://www.sit.edu/ARH).
Brazil

Public Health, Race, and Human Rights

Investigate healthcare realities, policy, and delivery systems among disadvantaged groups in the Brazilian state of Bahia.

Coursework

Lecturers typically include physicians and nurses; government health officials; sociologists, anthropologists, and professionals at multilateral agencies; and Candomblé healers.

**Public Health and Race in Brazil**

IPBH 3000 / 3 credits / 45 class hours

An interdisciplinary course conducted in English and Portuguese (with interpretation). The course focuses on public healthcare issues and community welfare policies, realities, and issues of concern in Brazil, particularly within the northeast region. Study of the Brazilian national health system as well as alternative healthcare practices is undertaken. Students observe firsthand the functioning of the healthcare system at the local level.

**Human Rights and Healthcare in Brazil**

IPBH 3005 / 3 credits / 45 class hours

An interdisciplinary course conducted in English and Portuguese (with interpretation). The course focuses on the impacts of social determinants of health on diverse Brazilian populations. An intensive examination is conducted on quality healthcare as a human right, as designated by the United Nations. A strong focus is placed on the situation of typically marginalized groups such as the African descendant population and indigenous people.

Topics addressed in these courses:

**Health, Society, and Culture**

Historical overview of Brazilian society; examination of racial, religious, and regional diversity in Brazil; consideration of the health profile of the Brazilian populace; analysis of the economic, structural, and ideological determinants of public health planning and practices in Brazil.

**Brazilian Public Health Policies**

Critical study of the Brazilian model for public health—Sistema Único de Saúde; analysis of key Brazilian national health programs, including the Afro-Brazilian health program; reproductive health, maternal care, and child health; sexually transmitted diseases and AIDS; comparison of the Brazilian national health system to others in Latin America and the world.

**Alternate Health Practices**

Overview of different healthcare practices and conceptions of healing in Brazil; health concepts and practices used by Afro-Brazilian groups; consideration of alternative treatment of psychiatric and other mental health issues; connection between healing and spiritual beliefs; economics and access issues related to alternative methods of health treatment.

**Educational Excursions**

Destinations include Ilha de Maré, where students visit a quilombo community. Short trips may include visits to public health services at the federal, state, and municipal levels; visits to health centers in rural areas; and visits to Afro-Brazilian religious centers. The program has three rural visits, in Cachoeira, Ilha de Maré, and Remanso (Lençóis).

**Intensive Language Study: Portuguese for the Health Sciences I–III**

PORT 1000–2000 / 3 credits / 60 class hours

Emphasis on oral and comprehension skills through classroom and field instruction. Special attention is given to medical and health terminology in Portuguese. Based on in-country evaluation, including oral proficiency testing, students are placed in small, intensive classes. Special arrangements are available for advanced speakers of Portuguese.

**Public Health Research Methods and Ethics**

IPBH 3500 / 3 credits / 45 class hours

An introductory course in research methods focusing on how to collect, analyze, integrate, and report social and public health data to critically understand and evaluate program-related public health issues. Introduction to the Independent Study Project. Field studies may include designing a research project; writing a research proposal; interviewing; surveys; and maintaining a field journal. Specific public health field study methods include concepts and objectives of scientific research; basic techniques used in public health research; data collection and analysis; epidemiology and considerations in the Brazilian context; ethical issues related to public health projects and research; the World Learning/SIT Human Subjects Review Policy.

**Independent Study Project**

ISPR 3000 / 4 credits / 60 class hours

Conducted in Salvador, elsewhere in the state of Bahia, or in another approved location in the Brazilian northeast appropriate to the project.

Sample topic areas: the health of adolescent mothers and their offspring; Afro-Brazilian health issues; factors affecting well-being in a quilombo community; healing in the Candomblé tradition; drug and alcohol rehabilitation programs in Salvador and rural areas; Brazilian AIDS policy; empowerment of women.
Chile

Public Health, Traditional Medicine, and Community Empowerment

Gain unique insight and exposure to healthcare policies, politics, and delivery methods as well as traditional medicinal practices in a multicultural and rapidly changing region of South America.

Coursework

Lecturers are drawn from institutions such as Universidad de Tarapacá, Jorge Basadre University (Peru), the Indigenous Health System in the Putre and Temuco regions, the Nueva Imperial Hospital, public health centers, and national and local government bodies. Additional lecturers include herbalists and intercultural medicine practitioners.

Public Health in Chile
IPBH 3000 / 3 credits / 45 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course examines theoretical and current approaches to healthcare delivery in urban and rural as well as “modern” and traditional communities across present-day Chile.

Course topics typically include social exclusion in relation to public health outreach; the relationship among public health, social justice, and community welfare; indigenous and Western health systems and these systems’ societal implications; analysis of key Chilean national health programs including those for children, adolescents, adults, and the elderly; women’s health; reproductive and sexual health; HIV/AIDS; mental health issues; dental health; and a comparison of national and private health systems.

Traditional Medicine and Community Health
IPBH 3005 / 3 credits / 45 class hours
An interdisciplinary course conducted in Spanish with required readings and relevant educational excursions. The course is designed to provide students with the opportunity to learn about alternative healthcare practices in Chile and the role of these practices in community health. Course content includes alternative concepts, practices, and visions of health. The course focuses on the Mapuche and Aymara peoples.

Course topics typically include an overview of different healthcare practices and conceptions of healing in Chile; concepts and practices of health used by Aymara and Mapuche people; medical anthropology; alternative treatments of mental health issues; connection between healing and spiritual beliefs; intercultural health; access issues related to alternative methods of health treatment; cosmovision and indigenous philosophy.

Educational Excursions
Excursions typically include visits to public and private health services throughout Arica and surrounding valleys; a health center serving vulnerable populations in Tacna, Peru; and the rural area of Putre in northern Chile. Longer excursions include visiting Mapuche population health centers and Bariloche, Argentina.

Intensive Language Study: Spanish for the Health Sciences
SPAN 2000–3500 / 3 credits / 45 class hours
Emphasis on speaking and comprehension skills through classroom and health-related field instruction. Special attention is given to medical and health terminology. Based on in-country evaluation, including oral proficiency testing, students are placed in small, intensive classes.

Public Health Research Methods and Ethics
IPBH 3500 / 3 credits / 45 class hours
A course in research methods in both the social and health sciences. The focus is on how to collect, analyze, integrate, and report social and public health data to critically understand and evaluate program-related public health issues. Introduction to the Independent Study Project. Field studies may include designing a research project; writing a research proposal; interviewing; surveys; and maintaining a field journal. Specific public health research topics include epidemiology and considerations in the Chilean context; ethical issues related to public health projects and research; the World Learning/SIT Human Subjects Review Policy; and observation and participation in community health projects.

Program Duration Fall/Spring 15 weeks
Credits 16
Program Base Arica
Language Study Spanish, plus Mapudungun
Homestay Arica, 8 weeks
Rural Visits Arica, Azapa, and Lluta valleys; Putre Province; Temuco region and surrounding villages; rural areas surrounding Bariloche, Argentina; Tacna, Peru
Other Accommodations Hostels, private homes, or small hotels
Independent Study Project or Health Practicum 4 weeks
Prerequisites Previous college-level coursework in public health, development studies, community or social sciences, or other related fields. At least four recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

Independent Study Project or Health Practicum
ISPR 3000 / 4 credits / 120 class hours
Conducted in Arica, Santiago, Valparaíso, Temuco, or in another approved location in Chile appropriate to the project. Students can choose to conduct an Independent Study Project or to participate in a guided, monthlong health practicum. Sample topic areas: women’s health; psychiatric illness and community outreach; drug and alcohol treatment; traditional and intercultural health; Chilean health policy; AIDS treatment promotion and prevention policies; indigenous health practices; epidemiology.

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/CIH.
India

Health and Human Rights

Explore the links between public health and human rights, with a focus on women, children, tribal, and other marginalized and vulnerable populations in India.

Coursework

Lecturers include nationally prominent academics and experts in the fields of health and human rights.

Capacity Building, NGOs, and Healthcare Delivery

ASIA 3010 / 3 credits / 45 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. During this course, students explore Indians’ access to and reliance on public healthcare services through involvement in a nongovernmental organization (NGO) or other health-related organization. On excursions, students visit all levels of healthcare delivery institutions: a health center in a village, primary health center, community health center, district hospital, and “super specialty” hospital in the city. Through active participation in an internship/workshop, students are able to examine systems of healthcare and investigate the realities of the delivery of public health services in India. Students participate in a public health capacity-building workshop/internship with an organization or individual working for positive change in the field of health and human rights in India.

Politics and Economies of Public Health

ASIA 3020 / 3 credits / 45 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. This course explores the theoretical link between access to and reliance on Indian healthcare services and the conceptions of human rights of individuals and communities in an Indian social context. Questions raised include: What does the term “right to health” mean to Indians? Who are the key actors in determining who is granted the right to health? To what degree does the right to health in India coincide with international standards? In what ways do these human rights directly impact Indians’ access to healthcare? To delve into these questions, lectures and excursions specifically address healthcare issues experienced by women and youth in addition to other groups made vulnerable through their social or geographic positions, such as those from lower caste groups or rural villages. The course focuses on the theoretical foundations underlying the assessment of “human rights” in a global and local medical context while also investigating the intersecting political, economic, and social frameworks currently existing in India.

Intensive Language Study: Hindi

HIND 1000–2500 / 3 credits / 30 class hours
Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning or intermediate classes.

Field Methods and Ethics in Social Science and Health

ANTH 3500 / 3 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Topics include cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a work journal. The course examines public health indicators and helps students understand why some indicators are selected or important.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours
Conducted in north India or in another appropriate location. Sample topic areas: international, national, and regional responses to epidemics and pandemics; health equity and disability; major public health challenges of diseases such as tuberculosis, malaria, and polio; access to reproductive and children’s healthcare; health financing; impact of globalization on public health; health planning and management; privatization of medical education.
Kenya

Health and Community Development

Explore the intersections of economics, health, and community development in Kenya and witness the impact local health projects have on human development.

Coursework

Health and Community Development Seminar
AFRS 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English with required readings and relevant educational excursions. Students examine the social, political, economic, and cultural underpinnings of community development and health in Kenya. Lecturers are drawn from the University of Nairobi; Kenyatta University; nongovernmental organizations (NGOs); civil society leaders; Kenyan government personnel; and UN agencies, including UN-HABITAT and the United Nations Environment Programme (UNEP).

Seminar topics typically include:

Kenyan Cultures and Society
Sociopolitical and economic history of Kenya (pre- and postcolonial); colonialism and its persistent effects; geographies of ethnicities; urbanization and social change; contemporary politics and constitutional reforms; education and socialization; indigenous belief systems; an overview of Maasai and other Kenyan ethnic communities.

In addition, students choose one of two in-depth modules:

Community Development
Development history and paradigms; development dilemmas; multinational and international donors; globalization and the Kenyan economy; formal and informal economies; international priorities versus local realities; housing and informal urban settlements; rural and other development efforts.

OR

Health and Healthcare
Traditional healing; urban and rural healthcare practices; demographics, infrastructure, and access to healthcare; public health education; reproductive health and women's healthcare needs; food and nutrition; the sociology of HIV/AIDS in Kenya; community healthcare projects.

Field Visits and Educational Excursions
The seminar generally includes short field visits within Nairobi, including to UN agencies, community health clinics, international and local NGOs, community-based organizations, and government agencies, with related excursions to Mombasa and elsewhere in Kenya. Nairobi-based field visits generally include such organizations as UNEP, the Mathare Youth Sports Association, Carolina For Kibera, African Medical Research Foundation, Kenya Medical Research Institute, USAID, Association of the Physically Disabled of Kenya, the Akamba Handcraft Industry, the Nyumbani AIDS hospice for HIV-positive orphans, and Shining Hope for Communities/Kibera School for Girls. A rural stay in a coastal village gives students the opportunity to hone their language skills in a community of Swahili speakers, compare health and community development issues in a rural setting, and forge contacts and generate possible research ideas for their Independent Study Projects. Students also visit either Tanzania or Uganda on a longer educational excursion to gain comparative regional perspectives on development, health, and social issues in East Africa.

Intensive Language Study: Swahili
SWAH 1000–2000 / 4 credits / 60 class hours
Emphasis is on speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive beginning or intermediate classes, with further language practice during home-stays, lectures, and field visits. Daily classes during the first two weeks of the urban home-stay are followed by the rural Swahili coastal community stay, which provides opportunities for additional Swahili language practice.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; research design; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; qualitative and quantitative field study methods; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal; and participatory evaluation and rapid rural appraisal techniques.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in an approved location within Kenya appropriate to the project. Sample topic areas: rural women's cooperatives; Nairobi’s informal economies; Maasai oral history; grassroots development programs and their efficacy; educational challenges in Nairobi; primary healthcare options in urban and rural Kenya; housing and human rights; prenatal healthcare; family planning in rural Kenya; HIV/AIDS peer education; girls’ educational access; nutrition and health programming in Kisumu.

Please note: This program will have credit distribution and/or other curriculum changes beginning in the fall 2013 semester. Please visit www.sit.edu/KER for details.
Mali

Health, Gender, and Community Empowerment

Explore the links between health, economic development, and social issues—including gender, religion, and community empowerment—in contemporary Mali.

Coursework

Gender and Community Empowerment

**GEND 3000 / 3 credits / 45 class hours**

Conducted primarily in French, this interdisciplinary course introduces students to development and empowerment initiatives in Mali, with a focus on gender and the diversity of Malian cultural practices. Students examine development issues with an emphasis on community empowerment through the intersection of gendered identity and health in Mali. Course topics typically include youth empowerment in Mali, women’s struggles for emancipation, women and sustainable development, the politics of development, formal education in Mali, and stages in the process of community empowerment. The course includes an introductory module on the general principles of Malian culture and Bambara language.

Healthcare and Health Policy in Mali

**IPBH 3000 / 3 credits / 45 class hours**

Conducted primarily in French, this interdisciplinary course introduces students to major health concerns in Mali, the history and current state of Mali’s healthcare industry and healthcare delivery, and the effectiveness of healthcare providers in managing illnesses. In-depth studies related to gender roles, reproductive health, and public health initiatives are included. Students are exposed to a variety of perspectives from community health centers, government health organizations, directors of nongovernmental health organizations, and grassroots workers. Lecture topics typically include social and behavioral factors in health, malaria, nutrition, an overview of Mali’s health systems, vaccination programs, and traditional medicinal practices.

Lecturers for both courses include civil society leaders; government and private sector professionals; and academics from partnering institutions, including CAFO (the Coalition of Women NGOs in Mali) and the reproductive health organization Groupe Privot Santé Population.

Educational Excursions

To allow students to explore a variety of Malian cultures and ways of life, the program includes visits to Teryabougou, a Bambara village well known for strong community organization, and Koulikoro, home to a rural polytechnic institute employing agro-technology to produce pest-resistant crops. Students also visit Sikasso, a town exemplifying the peaceful coexistence of various religions, and Selingue, a rural hydroelectric village that supplies power to cities like Bamako, enabling extensive rice cultivation year-round and providing economic opportunities to women through vegetable gardening.

French for Health and Human Sciences

**FREN 2000–3000 / 3 credits / 45 class hours**

Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country evaluation, students are placed in classes appropriate to their level, with further language practice during homestays, lectures, and field visits. This language course emphasizes the relationships between social variables and community health and also provides students with contextualized French necessary for the study of health and human sciences in a Francophone environment. French language study is structured around a short-term practicum that facilitates student interaction with health professionals and associations working in the areas of health and community development.

Topics in Social and Health Research

**ANTH 3500 / 3 credits / 45 class hours**

Conducted primarily in English, this is a course in the concepts of learning across cultures and from field experience; students explore theoretical principles and methodological tools essential for public health research. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a field journal.

Independent Study Project

**ISPR 3000 / 4 credits / 120 class hours**

Conducted in Bamako or in another approved location in Mali appropriate to the project.

Sample topic areas: women’s roles in family healthcare; literacy and Malian women; feminization of the workplace; traditional healing and birthing practices; informal education in Sanankoroba; nutrition and health choices in Bamako’s marketplaces; midwives and rural delivery support; Islam and health.

Please note: This program will have credit distribution and/or other curriculum changes beginning in the fall 2013 semester. Please visit www.sit.edu/MLR for details.

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/MLR.
South Africa
Community Health and Social Policy

Examine primary healthcare concerns from a South African perspective, exploring the roles of the South African state, the media, nongovernmental organizations (NGOs), community structures, and traditional healers.

Coursework

Lecturers are drawn from institutions including the University of KwaZulu-Natal, the Amatikulu Primary Health Training Centre, the Centre for Culture and Media Studies, and the Human Sciences Research Council.

Approaches to Community Health in South Africa
IPBH 3000 / 3 credits / 45 class hours
An interdisciplinary course focusing on the social and historical features of South Africa, providing the requisite background knowledge to effectively engage in topics concerning healthcare promotion and provision in South Africa. Course topics typically include social and political history of South Africa; education and urbanization; traditional and contemporary social structures; population and demography; ethnic diversity and political identity; maternal health and gender roles; social welfare; principles of primary healthcare; epidemiology and health indicators; globalization and the pharmaceutical industry; nutrition and sanitation; development theories; the media and health promotion; and behavior change.

The Practice and Provision of Community Health in South Africa
IPBH 3005 / 3 credits / 45 class hours
An interdisciplinary course emphasizing healthcare provision in rural and urban South African contexts. Students are trained to give non-medical assistance as participant observers in urban clinics, with due diligence regarding safety and infection control. During a rural excursion, students engage with rural homestay families, lecturers, and facilitators in a number of health facilities and NGOs. These experiences are complemented by classroom-based lectures on specific diseases and health-related topics.

Course topics typically include:
- **Clinics and Hospitals**
  Health education; universal precautions and first aid; screening and common tasks in clinics; data capture.
- **Rural Realities**
  Community health workers; rural schools and clinics; tuberculosis hospitals; daycare centers; home-based care; lifestyle centers.
- **Politics and Interventions in Practice**
  HIV; politicians and HIV; reproductive health; diseases of lifestyle; tuberculosis; cost-benefit analyses; universal healthcare.
- **Field Visits**
  The course generally includes several daylong field visits around Durban. These trips may focus on school- and home-based food programs, community-based programs for orphaned and vulnerable children, and health facilities.
- **Educational Excursions**
  The program includes educational excursions to Johannesburg and several areas in urban and rural KwaZulu-Natal. Students visit government clinics and community health centers as well as healthcare facilities run by NGOs and missionary organizations.

Intensive Language Study: Zulu
ZULU 1000 / 3 credits / 45 class hours
Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Practice with host family members during homestays augments formal instruction.

Social and Community Health Research Methods
ANTH 3500 / 3 credits / 45 class hours
A course in the concepts of learning across cultures and from field experience, with additional emphasis on research methods in public health studies. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal; basic statistics in epidemiology; methods for epidemiological studies; critical reading of medical trials; and science in the media.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in an approved location appropriate to the project. Students choose between completing a practicum and writing an extended research paper. Practicum options include working at a health facility or on a community-based social-science study project. Sample topic areas: prenatal healthcare; sociological consequences of HIV/AIDS; public health education campaigns; sustainable development and healthcare; local attitudes about access to healthcare facilities; indigenous healing practices; music and its effects on HIV-positive South Africans; mental health issues and available healthcare; reproductive health in rural South Africa.

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/SFH.
Switzerland

Global Health and Development Policy

Examine models of health systems and development policy in Geneva, the world’s capital for international organizations dedicated to public health, social justice, and sustainable development.

Coursework

Lecturers for this program are drawn from institutions such as the World Health Organization; International Organization on Migration; Joint United Nations Programme on HIV/AIDS; various nongovernmental organizations (NGOs); and university hospitals in Geneva, Lausanne, and Morocco.

Perspectives on Global Health
IPBH 3000 / 3 credits / 45 class hours
The course examines the main components and current issues in the international public health arena, drawing on knowledge and perspectives from multiple disciplines including epidemiology, pharmacology, social sciences, and medicine. Principle concepts of public health are reviewed. Students explore diverse health systems though which disparities in health services and disease are illustrated in an international context. Improvements in global health and relevant modes of intervention are explored through the examination of current and emerging topics, including health in migrant populations, mental health, epidemics management, access to medicine, and health security. This course is interrelated with the other courses of the program, ensuring a dynamic and holistic approach to the study of global health and development.

Development Policy and Health
IPBH 3005 / 3 credits / 45 class hours
This course explores the relationship between public health and international development. Beginning with the evolution of standard theories through to modern concepts of development, the course explores how public health and development are interrelated and interdependent. In particular, the course examines the major determinants of and the corresponding responses to health issues in developing countries as well as the impact of local and international policies on health in developing countries. The course also studies critical issues within the health-development nexus, including water, sanitation, and nutrition.

Educational Excursions
During excursions to Bern, Switzerland, and Rabat, Morocco, and field studies in Geneva, students visit leading regional, national, and international institutions and meet with staff who address the complex issues of health and development.

Intensive Language Study: French
FREN 1000–3000 / 3 credits / 45 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction. Students are placed in small, intensive classes based on in-country evaluation, including oral proficiency testing.

Research Methods and Ethics
ANTH 3500 / 3 credits / 45 class hours
This course provides the theoretical, conceptual, and practical tools for conducting field research in Switzerland and Morocco. Students learn about research methods and ethics, particularly in an intercultural context. Several field experiences in Geneva, Lausanne, and Morocco allow students to apply and use the concepts learned in class. Students strengthen interactive research skills and methods, conduct background research, develop contacts, hone skills in observation and interviewing, gather data, and maintain a field work journal. Material includes field study ethics and the World Learning/SIT Human Subjects Review Policy; the ethical implications and consequences of observations, interviews, and field research are examined and discussed throughout. The concepts and skills developed in the course underlie and reinforce all other program requirements and link directly to the Independent Study Project.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Geneva/Nyon or another approved location in Switzerland appropriate to the project. Sample topic areas: development and health in complex emergencies; mental health in migrant populations; migration and health; harm reduction; the healthcare sector in humanitarian relief; international, national, and regional responses to epidemics and pandemics; nutrition and health; maternal health; water and health; Millennium Development Goals.
Health and Community

Globalization, Culture, and Care

Investigate how communities can ensure the health and well-being of all citizens amid mounting challenges created by changing economic, environmental, and social forces.

Coursework

Globalization and Health
IBPH 3500 / 4 credits / 60 class hours
Nations at all levels of development vary in their commitment and capacity to define healthcare as a human right and provide healthcare to their citizens equitably. Some have created systems to provide basic healthcare yet struggle with other factors that influence health, while others position healthcare as an economic commodity subject to market forces. This course provides a framework for comparing the organization and financing of health systems and health policymaking across the countries visited. It examines the political economy of health, with special attention to the impact of international governance, economic, and trade policies. Students gain skills in critical thinking, policy analysis, and debate, supported by research, observation, and exposure to varied perspectives among in-country experts.

Health, Culture, and Community
ANTH 3050 / 4 credits / 60 class hours
Medical anthropology serves as the theoretical foundation for this course. It seeks to strengthen students’ ability to understand, interpret, and compare how personal and community identity, health and well-being, illness, and healing are understood within diverse cultural contexts. The course examines the philosophies and practices characteristic of biomedicine and a wide range of traditional and non-traditional systems of health and healing, as well as the reality of medical pluralism in the lives of individuals. In so doing, the course covers themes of health and healing pertinent across the entire span of human life—from birth to death. Throughout, students are encouraged to support their comparative understanding with an exploration of their own assumptions and practices related to identity, health, and healing.

Public Health: From Biology to Policy
IBPH 3505 / 4 credits / 60 class hours
This course begins with an overview of global and national health trends in the context of demographic shifts and development. In each country visited, a significant health condition is addressed: How is disease distributed in the country’s population? What public health interventions are supported by empirical evidence? In light of social, cultural, economic, and political conditions, how can such evidence be applied in the local context? Specific considerations studied range from infectious to “lifestyle” and chronic illnesses, including diarrheal diseases of early childhood, adult mental illness, cervical cancer, HIV/AIDS, and tuberculosis.

Community Health Research Methods
IBPH 3510 / 4 credits / 60 class hours
This course seeks to strengthen students’ competence in inquiry-guided learning through field-based Case Studies. The course begins with an introduction to the complementary and sometimes conflicting philosophical traditions of ethnography, epidemiology, and health services research. It then teaches and gives students the opportunity to apply the chief tools of each tradition (e.g., participant observation, in-depth interviewing, community surveys, mapping, interpreting data analyses, and oral presentation of findings). In each country, students choose from a range of available field Case Study topics/sites as the primary venue for demonstrating their field research and presentation skills.

Program Duration
Fall/Spring 16 weeks

Credits 16

Program Sites
Fall: United States, India, China, South Africa
Spring Option 1: United States, India, Argentina, South Africa
Spring Option 2: United States, Brazil, Vietnam, South Africa

Homestays 2–4 weeks in all locations other than the first country

Other Accommodations Hostels and hotels

Prerequisites None, but previous college-level coursework and/or other preparation in public health, anthropology, biology, or other related fields is strongly recommended.

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/HCA.
China
Community Health and Traditional Chinese Medicine

Examine Traditional Chinese Medicine and community health issues by working with professionals in both urban and rural areas.

PROGRAM DURATION: 6 weeks
(early June to mid-July)

PROGRAM BASE: Kunming

HOUSING: Housing is provided close to the TCM hospital and in small hotels and guesthouses on excursion.

PREREQUISITES: Previous college-level coursework or other significant preparation in the health sciences or a related field, as assessed by SIT.

COURSEWORK
IPBH 3000: Community Health and Traditional Chinese Medicine Seminar
6 credits / 90 class hours

CHIN 1000–3000: Mandarin Chinese
2 credits / 30 class hours

See glimpses of the program firsthand by watching an overview video displaying key program learning sites, faculty, and excursions at www.sit.edu/CHH.

This program explores the ancient philosophy, theory, history, and clinical practice of Traditional Chinese Medicine (TCM). Students receive direct instruction and practical training from trained medical professionals at the Yunnan Provincial Hospital of Traditional Chinese Medicine. An excursion to northwestern Yunnan introduces students to indigenous ethnic minority healing systems, including Bai traditional herbal medicine, Naxi Dongba shamanism, and Tibetan medicine. Lectures and activities are related to community health issues, including HIV/AIDS, China’s reproductive policy, and the reform of China’s healthcare system.

Students of all language levels—including beginners—advance their Chinese through the program’s intensive language component. Language instruction is available for all levels and offers two academic credits.

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/CHH.
India

Traditional Medicine and Healthcare Practices

Explore how an ancient civilization maintains vibrant traditional medicine and healthcare systems, while experiencing very high economic growth and modernization.

With a population of more than 1.2 billion, India hosts a great diversity of indigenous, tribal, and ethnic minority groups who continue to follow traditional medicinal and healthcare systems. This program introduces students to many of these systems, including Ayurveda, traditional Tibetan medicine, yoga, Unani, Siddha, and naturopathy.

Students examine many of the social, economic, cultural, and legal paradigms that provide a context for healthcare service delivery in India. They consider how policy and practice link together to either support or hinder specific health systems and how uneven access to modern healthcare may affect the sustainability of traditional systems. Finally, the program explores how issues of globalization and India’s modern development agenda affect the delivery of healthcare services.

PROGRAM DURATION: 6 weeks (mid-June to late July)
PROGRAM BASE: New Delhi
HOMESTAY: A brief homestay in Gangtok, the capital of the state of Sikkim. (Please visit the website for details on other accommodations during the program.)
PREREQUISITES: None

COURSEWORK
IPBH 3000: Traditional Medicine and Healthcare Practices Seminar
8 credits / 120 class hours

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/INM.
Madagascar

Traditional Medicine and Healthcare Systems

Examine how historical circumstances, geography, and demographics shape and inform the delivery of traditional and allopathic healthcare systems in Madagascar.

In this program, students learn firsthand about forms of treatment, methods of diagnosis, questions of access, and the education and training of healthcare professionals in urban and rural areas of Madagascar. From discussions with leading academics and allopathic doctors at the University of Antananarivo Faculty of Science’s Pharmacology Department and the School of Medicine, to exchanges with traditional healers and herbalists at traditional healing centers and local markets, students explore the complexity of current debates over traditional and allopathic delivery models, not only in Madagascar, but globally.

Time in rural areas provides further exposure to topics such as ethnobotany, home and folk remedies, and the extent to which health beliefs are grounded in traditional religion.

For the most up-to-date information on this program, including photos, video, and course syllabi, visit us online at www.sit.edu/MG.
COMING SOON!

**Jordan: Health and Community Development**

Study health policies and practices in Jordan. Examine the health status of the country’s unique population groups including refugees and desert and Bedouin tribes. Explore the links between poverty, health risks, and social development. Learn about the impact and economics of alternative medical treatment in Jordan.

Visit the SIT website for more information.

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**SIT Study Abroad**

1 Kipling Road, PO Box 676
Brattleboro, Vermont USA 05302-0676

Toll-Free within the US 888 272-7881
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