Public Health: Key Determinants, Gender, and Equity
IPBH 3010 (3 Credits / 45 hours)

SIT Study Abroad Program:
India: Public Health, Gender, and Community Action

PLEASE NOTE: This syllabus represents a recent term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.

Course Description
As one of the fastest growing and most populated countries in the world, India has the potential to have an enormous global impact. However, the country’s future is entirely dependent upon the health of its population, specifically its most vulnerable – and most vital - members, more specifically women and children. Indian health indicators show that women experience high rates of illness due to a variety of factors, especially lack of information regarding health and limited access to health services. From sex selective abortions to malnourishment and maternal mortality, female health indices clearly reflect a socio-cultural gender bias. Discriminatory social practices perpetuate inequitable health outcomes and impair women’s abilities to lead healthy lives. This course will explore the theoretical link between access to and reliance on Indian health care services and the conceptions of human rights of individuals and communities in an Indian social context.

In order to understand how public health policy can be formed and changed, students will examine the political economy and legal context of India, critically investigating how this interacts with social systems. In particular, students will investigate the ways in which India’s rigid social hierarchy leads vast numbers of severely impoverished, malnourished and marginalized groups and communities to be denied access to appropriate healthcare. The sociocultural context of the delivery of healthcare is examined in order to magnify the complex intersection between age, gender, caste, and rural/urban in creating vulnerable individuals and communities. Excursions to and workshops in urban and rural areas will provide context for understanding the nuances of public health and human rights. Conditions permitting, these unique areas will include Bahraich, Udaipur, Varanasi, Jamkhed, Dharamsala, and Nainital.

Learning Outcomes
By the end of the course, students will be able to:
- Analyze the role of various state and private actors and institutions in health care policy in India;
- Discuss Indian health care in terms of the country’s social complexities and cultural, ethnic, and economic diversity;
- Assess healthcare infrastructure-confluence of success and failure;
- Demonstrate the connections between a modern public health agenda and notions of human rights as they intersect processes of social, economic and political change;

*This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.*
• Identify India’s health care challenges in both urban and rural environments;
• Integrate hands-on, experiential learning in-country with academic understanding of current health care and human rights policy and theory.

Language of Instruction
This course is taught in English.

Course Requirements

Course Schedule

*Please be aware that topics and excursions may vary to take advantage of 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.

Module 1: Introduction to India (8 hours)
This module is aimed at introducing contemporary issues of poverty, development and public health in India.

Session 1: Introduction to India: People, Polity, Hopes and Challenges
The lecture session introduces students to Indian political structure, demography and governance issues

Required Reading:

Session 2: Poverty, Development and Public Health in India
The lecture provides information and context on contemporary status of poverty, development and public health in India. The lecture lays down a solid foundation for PEPH and CBHC seminar courses.

Required Readings:

Session 3: Introduction to Public Health Care Delivery System in India
This lecture introduces various public health care delivery institutions in India, including-Sub-Center, Primary Health Center, Community Health Center, District and Civil Hospitals and Super specialty tertiary level hospitals and medical schools.

Required Readings:

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

Session 4: Introduction to Indian Traditional Medicine and Health Care
This lecture provides brief introduction to Indian traditional medicine system- Ayurveda, Yoga, Unani, Sidha and Homeopathy.

Required Readings:

Session 5: Indian Caste System and Access to Health Care
This lecture aims to introduce students to the Indian Caste system and its effect on access to health care in rural as well as urban settings.

Required Readings

Session 6: Student led Module Synthesis
Student-led group review of lectures, readings and field visits

Module 2: Health and Human Rights (8 hours)
This Module lays foundation for rights based approach to public health in India.

Session 1: Right to Health
The lecture discusses various theories, approaches and practices related to right to health in Indian and global context.

Required Readings:

*This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.
Session 2: Rights of Disabled People: Public Health Concern
This hour and half lecture covers current situation of Disabled people, laws protecting their rights and disability rights movement in India.

Required Readings:

Session 3: Social Determinants of Health
This lecture examines different social determinants affecting health care in India.

Required Readings:

Session 4: Slum Visit: Health Need Assessment and DIE Exercise
Student visit one of the Delhi slums to assess health needs of the community. This visit is facilitated by program partner NGO. Students are supposed to do their DIE assignment exercise during the visit.

Session 5: Student led Synthesis
Student-led group review of the week’s lectures, readings and field visit

Module 3: Experiential Learning/Field Visit (12 hours)
This module is realized through a week-long field excursion and student-led synthesis of the week.

Multiple Sessions: Field visits to public health care delivery institutions at different levels and meetings with front line health workers, doctors, para-medics, and community leaders.

During this field trip students are exposed to different layers of public health care delivery institutions in rural and urban locations. The excursion includes visit to Health Sub-center, Primary health center, Community health center, District and Civil hospital, and tertiary level medical school hospital.

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

Copyright © SIT
Every evening, students process the experiential knowledge in local and global context through a series of debriefings under the guidance of the Academic Director and staff.

**Concluding Session: Student-led Synthesis**
Student-led group review of the week’s lectures, readings and field visit

**Module 4: Women and Child Health (6 hours)**
This module covers various public health issues related to Women and Children in rural as well as urban locations.

**Session 1: Burden of Malnutrition in India: A Public Health Emergency**
The session examines current status of malnutrition and its long and short term impacts on women and children.

*Required Readings:*

**Session 2: Reproductive Health Viz. a.viz Reproductive Rights**
Lecture explores various perspectives on reproductive health and reproductive rights in local and global scenario.

*Required Readings:*

**Session 3: Impact of Globalization, Millennium Development Goals and Public Health**
Lecture covers all health related MDGs and current situation in India. Lecture also looks into effects of Globalization on access to health care in India.

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

Session 4: Student-led Synthesis
Student-led group review of the week’s lectures, readings and field visit

Module 5: Infectious and Non-Infectious Diseases and Public Health Response (8 class hours)
This module covers major communicable and non-communicable diseases and their burden on public health in contemporary India.

Session 1: Communicable Diseases-Tuberculosis and Malaria

Require Readings:

Session 2: Non-Communicable Disease Related to Lifestyle- Cardio Vascular diseases and Diabetic Mellitus
Lecture focuses on current status of cardio vascular diseases and diabetic mellitus, these two diseases are seriously affecting India public health institutions and access to health care.

Required Readings:

*This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.
Session 3: HIV/AIDS-Indian Response
India being home to third largest HIV/AIDS population in the world has fixed fighting against the deadly infection a public health priority. The lecture provides the current situation and successful intervention in bringing down the new cases of HIV infection as well as challenges of social taboo and access to Anti Retro Viral drugs.

Required Readings

Session 4: Environmental Disorders and Its Impact on Health
The lecture examines consequences of hazardous environment on public health in India.

Required Readings

Session 5: Student led Synthesis
Student led group review of the week’s lectures, readings and field visit.

Module 6: Seminar Review (3 hours)
In this session, students review and synthesize the content of the both thematic courses and present different views on how to strengthen public health system to enable people to have better health care services, and best practices to prevent diseases.

Final Session: Submit PEPH Paper

Evaluation and Grading Criteria

Description of Assignments:
Public Health and Human Rights Paper (60%)
For this assignment, students are expected to specify a topic addressed in lectures and readings. To gain in-depth knowledge of current scholarship in this area, students are expected to undertake at least two site visits to organizations (institutions, hospital, etc.) or NGOs associated with their topic. They should conduct a minimum of two interviews on site with a list of questions prepared in advance and based on issues raised in the course readings and lectures.

*This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.
The resulting theoretical and fieldwork research should be compiled in an 8-page paper. The goal of the paper is to demonstrate the students’ understanding and synthesis of the subjects addressed in the module’s lectures, readings, site visits and discussions, and analyze this knowledge within the Indian specific context. Successful completion of the paper requires a thorough discussion of the topic of choice, including the socio-economic circumstances in which the topic is set. Students are required to use a minimum of four secondary sources to evidence their arguments. It is expected that the Public Health and Human Rights paper will be rigorously edited. Thus, it should be free from grammatical errors and typos. It should also follow standard citation formats for both primary and secondary sources. Most importantly, the paper should persuasively argue points in a concise and logical manner.

**Weekly Synthesis Sessions (15 %)**
All Students are 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, field visit and readings, make comments and prepare questions for class discussion.

**Field Visit Reports (15 %)**
Following each excursion/field visit, students will be expected to prepare a two page analytical paper focusing on observations made during the visit, issues raised and/or presentations by health/NGO professionals during the visit.

**Class attendance, Participation (class and outdoor activities), and Discussion (10%)**
This module combines classroom-based lectures with student and faculty-led discussions. Each student is required to lead at least one synthesis discussion session during the course. They are expected to demonstrate a basic understanding of the material in order to facilitate group analysis of key themes and ideas.

All students are required to attend all lectures at the INH program center, and to participate in all discussion and analysis sessions. All excursions are mandatory and students must discuss any potential absences with the Academic Director prior to their absence.

**Assessment:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health and Human Rights Paper</td>
<td>60%</td>
</tr>
<tr>
<td>Weekly Synthesis Session</td>
<td>15%</td>
</tr>
<tr>
<td>Field Visit Report</td>
<td>15%</td>
</tr>
<tr>
<td>Class Attendance and Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

**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

*This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.*
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 accordingly 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 engaged with on the 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.

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.

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.

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