



Health Rights Advocacy in South Asia

IPBH 3020 (3 Credits / 45 hours)

SIT Study Abroad Program:

India: Public Health, Gender, and Community Action

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

Course Description

During this course, students explore Indians' access to and reliance on public health care services first hand. Through lectures, an excursion to Udaipur and active hands-on participation in a one week workshop with an NGO, students examine systems of health care themselves, investigating realities of the delivery of public health services in India. Students address questions such as:

- What roles do organizations play in redefining and shaping understandings of human rights and types of health care?
- How do NGOs engage the government on policy advocacy? What types of inequalities exist on the ground and how NGOs are trying to educate people about these inequalities?
- What role do NGOs capacity building efforts play in this process?
- How does the financing of different NGO's facilitate or inhibit the delivery of critical healthcare services in remote and tribal areas?

This course substantiates academic study by placing students in a variety of venues and regional locales to observe and experience the delivery of health services first hand. Students participate in a Public Health Capacity Building Workshop, which places students with an organization or individual who is working for positive change in the field of public health in India. This course is designed to give students first hand exposure to the challenges and triumphs intrinsic to NGO and public health work.

Learning Outcomes

By the end of the course, students will be able to:

- Understand health activism in contemporary India;
- Analyze the role of various actors and institutions in delivering health care services;
- Measure the extent of implementation of health policies and programs;
- Discuss Indian public health care in terms of the social complexities and cultural diversity in the nation;
- Identify challenges to implementing health care in both urban and rural environments;

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- Integrate hands-on, experiential learning in-country with academic understanding of current approaches to and theories of right to health.

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: Equity and Health: Issues and Challenges (7 hours)

This module focuses on public health with Equity issues.

Session 1: Health Equity

The lecture introduces concept of equity and connects with access to health care in India.

Required Readings:

Baru Rama, Acharya Arnab, Sanghmitra Acharya, AK Shiv Kumer, K Nagraj, P (2010). Inequalities in Access to Health Services in India: Caste, Class and Region, Economic and Political Weekly, XLV (38), 49 -58.

Coburn David (2010). "Inequality and Health" in Leo Panitch and Colin Leys (eds.), *Morbid Symptoms; Health under Capitalism*, Left World Books, New Delhi and Merlin Press, London pp 39-58.

Pathak, P.K., Mohanty, S.K., Prakash, R., Kujur, A (2010). "Socio-Economic Inequalities in Utilization of Delivery Care Services in India" in K.S James, Arvind Pandey, Dhananjay W. Bansod and Lekha Subaiya (eds.), *Population, Gender and Health in India: Methods, Processes and Policies*. Institute for Social and Economic Change. Academic Foundation. New Delhi, pp 447-460.

Sinha, A and John, T.A (2010). "Health Sector and Inequalities: Issues on Marginalisation" in Archana Singh and T.A. John (eds.), *Health Matters: India's Health Services Who Benefits?* Indian Social Institute, New Delhi , pp 296- 321.

Session 2: Health Care Financing

Lecture deals with Indian government policy and issues related to health care financing. The lecture also discusses about state and federal government relations in terms of financing health care.

Required Readings:

Desai, S (2009). Keeping the "Health" in Health Insurance. Economic and Political Weekly, XLIV (38), 18-21.

Ramana G.N.V (2008), "Strategies, Issues and Challenges in Health Management", *Equitable Health Financing: A Dream or a Reality* in Ramani K.V., Mavalankar Dileep, Govil Dipti (eds), Sage Publication, India, pp 25-41.

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Reddy, K.N (2008). "Alternative Sources of Financing Healthcare in Indian Cities" in M.L Mehta and Anita (eds.), Administration of Health and Education Sectors. Aalekh Publishers. Jaipur, pp 78-104.

Session 3: Public Health: Planning and Management

Lecture covers basic information on public health planning and management in India. Lecture includes basic tools to assess health care programs.

Required Readings:

Mathur, S.C (2008). "Eliciting Participation to Strengthen Community Health: From Community Health Worker to ASHA" in M.L Mehta and Anita (eds.), Administration of Health and Education Sectors. Aalekh Publishers. Jaipur, pp 105-116 .

Piel Anthony, (2005). "The Coming Storm, Health System Planning versus Free Market Enterprise" in Gunn S. William A, Mansourian P.B, Davies A.M, Piel A, Sayers McA. B(eds.), Understanding the Global Dimension of Health, Springer, USA pp 253-265.

Green Andrew (2008), "Strategies, Issues and Challenges in Health Management", Health System Vision 2020 in Ramani K.V., Mavalankar Dileep, Govil Dipti (eds), Sage Publication, India, pp 7-24.

Session 4: Privatized Health Care and Health Tourism

Lecture provides details of privatization of health care and health tourism in India. The lecture also compares and contrasts about India not being able to address basic health needs of marginalized populations and providing sophisticated health care to international health tourists.

Required Readings:

Baru, R. V (2010). "Public Sector Doctors in an Era of Commercialization" in Kanir Sheikh and Asha George (eds.), Health Providers in India: On the Frontlines of Change. Routledge. New Delhi , pp 81- 96

Swain Dindayal, Suprava Sahu, Opportunities and Challenges of Health Tourism in India. Conference on Tourism in India-Challenges Ahead, 15-17 May 2008, IIMK.

<http://dspace.iimk.ac.in/bitstream/2259/590/1/475-484.pdf>

Module 2: Experiential Activities/ NGO Excursion (18 hours)

Session 1: Excursion to rural and urban Udaipur in Rajasthan

In the fourth week of the program students go to Udaipur for excursion. They travel to remote areas to gain a basic understanding of health care delivery in the areas where most marginalized and excluded group of people live.

During this excursion students meet NGO leaders, NGO workers, Traditional Birth Attendants, community leaders and women elected as leaders in local village self-governance.

Model 3: One Week Workshop with NGOs (20 hours)

Session 1: Role of NGOs and Public Health in India

Through observation and debriefing students learn about the role of NGOs as catalysts. Students also learn how NGOs are collaborating, challenging and advocating with government.

Required Reading:

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Mukherjee, A. (2009). Developing Mission, Vision and Values and Identity of a Development Organization through Participatory Learning and Action Methods. Frontier in PRA and PLA. New Delhi, India: Academic Foundation.

Session 2: Community Mobilization and Participation

Students learn from NGO/activist perspectives about current efforts involving communities in health activities.

Required Readings:

Joshi, L. (2009). Community Mobilization and Participation in Urban Health: The Apnalaya Experience. In V. Nadkarni, R. Sinha, & L. D'Mello (Eds), NGOs, Health and Urban Poor (pp. 99-116). New Delhi, India: Rawat Publication.

Mukherjee, A. (2009). Need Assessment through Participation Methods. Frontier in PRA and PLA. New Delhi, India: Academic Foundation.

Final Session: Submit Research Paper & Concluding Synthesis and Analysis of Course Themes

Evaluation and Grading Criteria

Public Health Capacity Building Workshop (60%)

The assignment asks students to employ and integrate a variety of different fieldwork techniques, including formal and informal interviewing and participant observation in order to understand public health, social change and capacity building in a single context. It requires in-depth exploration of one public health problem or issue and the local solutions that have been developed. Students will work both individually and in groups of five or six.

The aim is to give students the opportunity to examine public health work first-hand and to enable them to have some practical experience in the field before the Independent Study Project. Grades are based on individual effort, group work and on the quality of analysis in the field journal.

Presentation (20%)

Students deliver individual/group oral presentations and turn in field notebooks at the end of the assignment.

Field Journal (20%)

During the workshop with an NGO/ public health institution, students are supposed to keep a field journal, separate from a personal journal, with entries integrating experiential accounts of all observations, lecture and reading notes, and reflection.

Assessment:

Workshop	60%
Presentation	20%
Field Journal	20%

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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 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.

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>.

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