



## **Public Health: From Biology to Policy (IPBH3505 / 4 credits / 60 class hours)**

International Honors Program  
IHP Health and Community  
Track 1- HCB

PLEASE NOTE: 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 semester to semester.

### **Course Description**

In this course, students will learn about public health across four countries with an emphasis on exploring determinants of health including social, cultural, political, and economic factors. This course will actively examine how public health practitioners work to identify and respond to public health challenges building on local community strengths, while carrying out the three core functions of public health: assessment, program/policy development, and evaluation. To understand the applied nature of the discipline, students will examine resources, barriers and facilitators, and measurable outcomes that contribute to the efficacy of public health interventions. Moreover, students will come to understand the relationship between biology and policy, the process of moving from data to actionable intervention, and the potentially positive and negative consequences of small and large-scale public health programs and policies.

By learning with local public health experts in each country, the class will explore various questions, threaded throughout the semester, including: What are the major determinants of health in each local context? How are interventions designed and implemented in those contexts? What are the critical disease concerns in each context and how does the prevalence of disease vary in different segments of society? What are health disparities? How can we explain why some members of society are healthy and others are less so? What are some effective interventions, programs, or policies that have improved health outcomes in these contexts? What can be done to reduce health status inequities between communities and nations?

## Learning Outcomes

The *Public Health* course comprises 60 class hours of instruction and field experience (4 credits). Upon completion of the course, students will be able to:

- Characterize the core and crosscutting functions of public health in promoting individual and population health.
- Articulate the major components of health care systems in program countries.
- Identify social, environmental, and other major determinants of health.
- Understand the relationship of the biological sciences to the development and implementation of public health programs and policy.
- Recognize the role of public health interventions in improving health outcomes, as well as barriers and complications to implementation.
- Recognize the roles that governmental, private, and non-profit stakeholders play in the assessment, development, and evaluation of public health policies, programs, and interventions.
- Understand how all of these powers work together to help or hinder health equity.

## Materials

All course readings will be electronically available via the course Dropbox site. Hard copy country-specific course readings will be distributed in-country, except in the case of the USA where the readings were sent to you as part of your pre-departure assignments. An electronic course reader for the first session will be outlined below. Students are responsible for downloading these materials and can print them at their own discretion.

## Methodology

This course is organized into an introduction and four modules. In each module you will have assignments given and graded by the faculty responsible for teaching that segment of the PH class. The collection of your PH assignments will become your "PH Portfolio" and will be the basis for the final Comparative Module Four assignment given and graded by the Program Director.

There will be two types of assignments for this class: (1) one assignment of approximately 1,000 words, recurring in each country, generally submitted by the second week of the country program, (2) one larger assignment of approximately 1,250 words, specific to each country, that will take the form of a paper, project, or activity submitted towards the end of the country program.

*NB: All work for this course will be handed in electronically on the flash drives provided. This collective work will become the PH Portfolio for the final Comparative Module assignment.*

## Assignments

Assignments (except for hard copy assignments) should be submitted via the course's flash drive. The flash drive should contain 4 country folders to classify assignments. Please do not create any subfolders inside the country folders and do not password protect your documents. Students may never use email to submit assignments, per SIT IT Policy.

PLEASE SUBMIT ALL ASSIGNMENTS AS A MICROSOFT WORD FILE to allow for in-document comments. All assignments are to be double spaced with one-inch margins in 11 Times New Roman font. The American Psychological Association (APA) referencing and citation style is preferred.

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, for example, (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper. If you are referring to an idea from another work but not directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication and not the page number in your in-text reference. All sources that are cited in the text must appear in the reference list at the end of the paper.

The flash drive should be labeled with the student's code name (tape and sharpies are provided). Code names are set up at the launch in DC. You will keep the same code name throughout the semester. IF FACULTY CANNOT IDENTIFY WHOSE FLASH DRIVE IT IS BEFORE OPENING IT, THEY WILL CONSIDER THE ASSIGNMENT NOT HANDED IN. You may not turn in your work on someone else's flash drive—be prepared to replace the flash drive provided if it is lost or broken.

Please include your code name on every page of the assignment itself in the header, and the file name should have the following naming convention:

CodeName\_Country\_NameOfAssignment.doc

e.g. Basil\_India\_MappingHealthcareSystem.doc

For hard copy assignments, submit the original. KEEP A COPY OF ALL WORK YOU TURN IN ON YOUR COMPUTER, so as to avoid unexpected disaster and significant inconvenience for all parties involved; this may mean scanning or photographing any hard copy assignments (and keeping a copy in .jpg or .pdf). Assignments that are not easily legible will be returned ungraded.

See end of syllabus for late work and make-up assignments policies.

## Evaluation and Grading Criteria

<b>Assignment</b>	<b>Points</b>
Launch Module: Mapping the Healthcare System USA; Neighborhood Activity	0
Mapping the Healthcare System India Country Module #1	10 20
Mapping the Healthcare System South Africa Country Module #2	10 20
Mapping the Healthcare System Brazil Country Module #3	10 20
Comparative Module #4: Critical Comparative Portfolio Analysis	10
Total Possible	100

<b>Grading Scale</b>					
94-100%	A	Excellent	74-76%	C	Average
90-93%	A-		70-73%	C-	
87-89%	B+		67-69%	D+	
84-86%	B	Above Average	64-66%	D	Below Average
80-83%	B-		below 64	F	Fail
77-79%	C+				
<b>Note:</b> Where decimal points are used in grading, below 0.5 will be rounded down, while 0.5 and above will be rounded up. For example, 93.4 will be an A-, while 93.5 will be an A.					

## Course Schedule

This course is organized into an introduction class and four subsequent modules. See the program calendar distributed at the start of each country program for corresponding dates of class sessions.

### Course Introduction: Washington, DC, USA

#### Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
PH 1	Intro: Debriefing basic concepts from the readings	Social Determinants of Health	Course reader (sent pre-launch as part of the pre-departure readings)

*Field Activities and Guest lectures associated with this Country Module:*

*ACA Guest Lecture, Determinants of Health Guest Lecture, Neighborhood Day, Case Study Day, Immigrant Health site visit*

#### Public Health Course Readings:

The Course Reader is distributed prior to the program and assigned as part of pre-departure assignments. The reader is comprised of no-cost open-source documents available online. (Students must download the readings on their own.) We will not provide hard copies of these web resources, but you may print them on your own. The readings will provide an overview of fundamental Public Health concepts and inform material introduced by local faculty in each country. Be prepared to discuss the course readings in the first Public Health class at the launch.

1. What is Public Health? (Click through all of drop-down menus)  
<http://www.aspph.org/discover/>
2. Braveman, P. & Gruskin, S. (2003). Defining equity and health. *Journal of Epidemiological Community Health*, 57, 4, 254-8.  
<http://jech.bmj.com/content/57/4/254.full.pdf+html>
3. Mechanic, D. (2002). Disadvantage, inequality, and social policy. *Health Affairs*, 21, 2, 48-59.  
<http://content.healthaffairs.org/content/21/2/48.long>
4. The United States Government Global Health Initiative Strategy Document 2010 Report by the WHO Commission on the Social Determinants of Health (pgs. 1-23)  
[http://whqlibdoc.who.int/publications/2008/9789241563703\\_eng.pdf?ua=1](http://whqlibdoc.who.int/publications/2008/9789241563703_eng.pdf?ua=1)
5. Global Health Watch 1 (open source documents at <https://www.ghwatch.org/>)  
Specific readings and web addresses below. NOTE: These are important but long. You need to skim for the big ideas and not get caught up reading for detail.
  - a. Introduction (pgs. 1-7)  
<https://www.ghwatch.org/sites/www.ghwatch.org/files/Intro.pdf>
  - b. Health Care Systems and Approaches to Health Care (pgs. 55-94)  
<https://www.ghwatch.org/sites/www.ghwatch.org/files/B1.pdf>
  - c. The Wider Health Context: Water (pg. 207-221)  
<https://www.ghwatch.org/sites/www.ghwatch.org/files/D2.pdf>
  - d. The Wider Health Context: Food (pgs. 225-235)  
<https://www.ghwatch.org/sites/www.ghwatch.org/files/D3.pdf>
  - e. The Wider Health Context: Education (pgs. 239-249)  
<https://www.ghwatch.org/sites/www.ghwatch.org/files/D4.pdf>

#### Assignments:

##### Mapping the Healthcare System USA:

*This Mapping the Healthcare System assignment will repeat in each country. Continue to refer back to this page for directions and the grading rubric. This is thus a building assignment—be as detailed as you can in each country context. At the US program launch, we will review this assignment and practice it together.*

By the end of the second week of each country program, you will be expected to understand and be able to describe the basics of how the country's healthcare system is organized, and how this shapes people's access to prevention and care. In about 1,000 words, you will map the healthcare system, explain some of the strengths and weaknesses, and address implications and relations to your case study topic. You do not need to have all case study connections fully fleshed out, but you should have some meaningful connections, and you may also include some of the questions you may have. You may also include a visual representation (table, map, or other graphics) and this can take up the space of no more than 200 of the 1,000-word requirement. In order to do this assignment well, you will need to be engaged in lectures, seek out information, talk with people, and be observant to learn about the healthcare system in each country context.

The faculty and staff will assist you should you have questions about this assignment as you progress through the semester. It should be evident that your understanding of healthcare systems develops and becomes more sophisticated over the course of the semester. These assignments, along with your module assignments listed in the rest of the syllabus, will become part of your overall portfolio of PH assignments that you will use for your Module 4 assignment at the end of the semester.

### Grading Rubric

Except for in the US where the assignment is ungraded, the assignment will be graded as achieving one of these grades consisting of an A, A-, B, or no credit. This is a simplified grading system, designed for a quicker turn around by the professor to get your papers back to you. Consider this as a version of a "credit/no credit" assignment, in which there is a graduated expression of how well the "credit" has been achieved.

<b>0 Points- No credit</b>	<b>8.5</b>	<b>9.0</b>	<b>9.5 or 10 points</b>
Does not make a meaningful attempt at addressing the assignment;	A reasonable description however has factual errors;	A reasonably thorough description with few significant factual errors;	A clear and thorough description with few significant factual errors;
Has multiple inaccuracies and/or needs supporting details;	Needs more accurate and necessary details;	Provides some accurate and necessary details;	Provides accurate and necessary details;
Supporting ideas and context are provided superficially but not accurate or are not 'unpacked' or examined;	Ideas/examples are not well 'unpacked' or contextualized;	Ideas/examples could be more 'unpacked' and properly contextualized;	Ideas/examples are 'unpacked' and well contextualized;
Limited or no connections to case studies are made;	Connections to the case study topic need to be made more clearly (questions will still remain about this, but those questions can be identified in the paper);	Connections to the case study topic are clearly made but not as well thought out (questions will still remain about this, but those questions can be identified in the paper);	Connections to the case study topic are clearly and thoughtfully made (questions will still remain about this, but those questions can be identified in the paper);
Paper is not poorly written or falls far short of the word requirement.	Paper is acceptably written but not done well or does not meet the word requirement.	Paper is well-written and meets the word requirement.	Paper is well-written and meets the word requirement.
			In addition to the above, a 10-point paper is excellent, has a little something

			extra that sets it apart, and shows effort beyond the basic requirements.
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## Country Module One: Delhi, India

### Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
PH2	Infant and Under Age 5 Child Health in India	Intro to early childhood development (emergency obstetrics, nutrition will not be covered) Diarrhea, pneumonia, immunization	Goel, NK. and Veenal, C. 2018. "Newer vaccines in India." <i>Vaccines &amp; Vaccination</i> , Vol. 3, Issue 2. Browse through Vikaspedia. 2017. <i>Intensified Mission Indradhanush, flagship program for child health in India.</i>
PH3	Major Communicable Diseases in India: TB & HIV, Malaria	Intro communicable diseases. Disease etiology, sign and symptoms, disease progression, disease burden in India. Brief overview of RNTCP/NACO /NVDCP.	Yadavar, Swagata. 2018. "TB cases fall, but India not doing enough to stop the disease: new report." <i>IndiaSpend</i> . September 20, 2018. AVERT. 2018. HIV and AIDS in India. WHO. 2018. "Malaria: in its quest to eliminate malaria, India focuses on Odisha and the tribal states". March 14, 2018. Suggested browsing of CTD, NACO and NVBDCP sites
PH4	Burden of non communicable diseases in India	Cardiovascular disease, Diabetes, Cancer, Chronic Lung Diseases	Arokiasamy, Perianayagam. 2018. "India's escalating burden of non-communicable diseases." <i>The Lancet Global Health</i> , Vol. 6.

*Field Activities and Guest lectures associated with this Country Module:*

*PH2 Immunization outreach session, subcenter and ICDS center visit during village visit or slum visit*

*PH3 DOTS center visit*

*PH4 Interaction with Medical Officers at PCH/CHC during rural visit or Urban Health post during slum visit*

### Assignments:

#### Mapping the Healthcare System India:

In light of your observations, lectures and readings, map out the Indian healthcare system and draw connections to your case study topic. See full instructions listed under Mapping the Healthcare System USA (p.4).

### Country Module Assignment #1:

Essay: Assess the role and effectiveness of health frontline workers (ANM and ASHA) and ICDS workers (Aganwadi worker) in promoting women, adolescent and child health and nutritional status in rural India.

India is committed to Health for All and its National Health policy sets ambitious goals and targets in achieving the same. However, there are major inequalities in the health indicators with the country varying from state to state. The Maternal and child health indicators are almost stagnant although the program is widening its ambit to cater to widened group of population and provider more services. The burden of infectious diseases coupled with non-communicable diseases on the rise and neglected diseases showing resurgence. India is facing triple burden of diseases. Climate change and 'hotspots' are impacting the livelihood of the country. India has missed the MDG goals for reduction in maternal mortality and infant mortality. However, the concept of preventive and primary care was instituted in this country since 1960 with the placement of trained cadre of ANMs (Auxiliary Nurse Midwife). Integrated Child Development Services program was established in 1975 to provide nutritional and health counseling as well as nutritional supplements at the village level through aganwadi workers. National Health Mission introduced additional ANMs to the subdistrict health system along with the existing ANM and ASHA (Accredited Social Health Activist) to complement the service delivery system of 24/7 services at the rural level and facilitate referrals.

Look into the roles and responsibilities of these frontline workers and their integration into the village society to draw out assessment for your assignment. Inputs can also be drawn from your lecture classes, interaction with the faculties and interaction with rural families and ANMs, ASHAs and ICDS workers during your rural visit. Observe and document the overall health of the women folk and children, their diet, health seeking behavior, and any preventive and personal health care practices they follow for themselves and other family members especially the under five children. Mention any changes in these patterns due to the involvement of the frontline workers.

While interacting with frontline workers and women, you may observe and discuss:

- Frequency of interaction with ANM, ASHA and ICDS worker with the women folk
- What are the main topics for counseling provided by them
- What do they eat and drink on a daily basis? Do they consume medications, supplements, or medicinal foods? Where do they get their food, medicines, or other consumables? How this is affected by the presence of the frontline workers?
- Understanding of malnutrition, anemia, vaccination
- Water and sanitation practices among the households and general cleanliness in and around the household.
- How do they maintain personal hygiene and with what kinds of products? Where do these products come from?
- Are they aware of preventive screening for diseases? Has ASHA/ ANM/ ICDS worker been the source of information?
- Management of non-communicable diseases in the rural settings focusing on health education and basic screening for these disease for e.g. blood pressure and blood sugar monitoring and screening for common cancers
- How far primary health care system is catering to ageing populations with basics like reading glasses, cataract surgery, hearing aids.
- Do they consult healthcare practitioners and, if so, where?
- Alternate medicine uptake or preference.
- Local beliefs and practices influencing health status of the family especially the woman. If harmful how do frontline workers tackle them.
- Do they engage in regular physical or other self-care practices and why?
- How have the issues around accessibility of ANM/ ASHA/ ICDS worker, hence affecting their health seeking behavior and utilization of preventive and screening services for diseases for themselves and other members of the family especially under five children.
- How enthusiastic and competent frontline workers appear to you. Are they able to mobilize their population?

- Are the frontline workers accepted and respected in the village?
- Mention your observation of their interaction within the village health and sanitation committees and with members of the panchayat.

Summarize your findings in 1,250 words (4-5 typed pages). Findings and observations may be discussed before the submission of final assignment. This assignment is worth 20 points.

### Country Module Assignment #1: Grading Rubric

<b>Points</b>	<b>Poor 0-12</b>	<b>Fair 13-14</b>	<b>Average 15-16</b>	<b>Very Good 17-18</b>	<b>Excellent 19-20</b>
Observations	Descriptions of observations are lacking, does not reference Aganwadi/ ANM/ ASHA and women's responses to questions	Some description of observations is present,	Describes observations, but not succinctly, references responses minimally	Observations are present and descriptive, student has demonstrated thoroughness and has referenced to the frontline workers and target population adequately	Observations are richly, yet concisely described, student references women and frontline workers responses and demonstrates creativity in approach
Analysis	Overall analysis is weak and limited to cursory conclusions, no reference to changing rural scenario, assumptions are not addressed	Observations do not connect to current health and nutritional status of rural population, but some reference are made, assumptions are not addressed	Utilizes observations to draw weak conclusions about current status of health of women and children, does not address assumptions	Utilizes observations to draw conclusions about current status of including MMR, IMR, anemia and malnutrition addresses assumptions, does not discuss additional questions to explore	Utilizes observations to draw insightful conclusions about maternal and child health, explores assumptions, notes additional questions to explore
Organization	Essay is disorganized and inhibits an understanding of student's ideas	Essay lacks organization and does not connect observations to key findings	Essay is somewhat organized, but clear findings are difficult to discern	Essay is organized but does not address a variety of ideas. Key findings are present, conclusions are clear	Essay fluidly addresses a number of different topics, while presenting a clear conclusion
Connection to Course Material	No mention of ideas discussed or read in class	Makes a limited attempt to connect to ideas in class	Draws on limited ideas from class, no mention of readings	Draws on ideas from class and readings but is not specific	Draws strongly on ideas from class, specific references to program components and readings



## Country Module Two: Cape Town, South Africa

### Lectures and Readings

<i>Session</i>	<i>Lecture Topic</i>	<i>Key Concept</i>	<i>Reading</i>
PH5	Introduction to the South African health system	Brief history; Private vs public health care incl. resource allocation disparities; Levels of care; West vs Traditional/ alternative medicine	Jobson, Marjorie. 2015. <i>Structure of the health system in South Africa</i> . Khulumani Support Group. Please read p.1-5 minimum <u>Recommended:</u> Department of Health, South Africa. 2015. <i>National Health Insurance For South Africa Towards Universal Health Coverage</i> , Thursday, Version 40,10 December 2015
PH6	SA's burden of disease	SA in relation to rest of Africa; Quadruple burden; The emerging, yet still neglected, burden of on-communicable diseases	Mayosi, Bongani & Solomon Benatar. 2014. "Health and Health Care in South Africa - 20 years after Mandela." <i>The New England Journal of Medicine</i> , 371(14).
PH7	Major determinants of health - the SA context	Class discussion on common contributors to health and disease; Including influences of race/ethnicity, class/socio-economic status, gender and sexuality (in light of non-recognized/ protected/ persecuted homosexuality in Africa)	Rosling, Hans. 2016. "The best stats you've ever seen." <i>Ted Talk</i> , February 2006

#### *Field Activities Associated with this Country Module:*

*PH5: All field activities, especially the guest lectures on the history of SA, neighborhood day, and the visit to the TB hospital*

*PH6: Lectures from week one (mentioned above) will be highly relevant to this lecture that gives a historical overview of the SA health system. The site visits and lectures (with NGO day for example) will build on the first 2 PH lectures.*

*PH7: All programmatic elements that explore individual/community-level health concerns; the time in Zwelethemba will be most relevant to understanding this lecture.*

### Assignments:

#### **Mapping the Healthcare System South Africa:**

In light of your observations, lectures and readings, map out the South African healthcare system and draw connections to your case study topic. See full instructions listed under Mapping the Healthcare System USA (p.4).

#### **Country Module Assignment #2: Mapping a silent or neglected health condition or at-risk population in a South African Community**

Drawing on your own experience in the local communities, use your knowledge and insights to develop a concept map or RICH picture to describe a health issue or at-risk population which is present in a South African community but which is not being discussed or whose voice is not being heard. This assignment requires you to reflect on voices you have not heard and to speculate on how this silence might impact

health outcomes and potential interventions. The assignment asks you to draw on your own experience rather than from the literature.

This assignment is comprised of two related components: 1) a concept map or RICH picture (visual representation– you can draw and you can also use words) identifying who or what is “missing” or “not on the table for discussion” and its impact on individual/population health in terms of health outcomes and interventions and 2) a written explanation (minimum 1,100 words) of your map. (For example, availability of HIV-testing for asymptomatic individuals but not for other asymptomatic STI’s. Where are non-pregnant women in the SDG agenda?) This assignment is about critical engagement and thinking not artistic ability.

A RICH Picture is, “a way to explore, acknowledge and define a situation and express it through diagrams to create a preliminary mental model. A RICH picture helps to open discussion and come to a broad, shared understanding of a situation.” The RICH picture is part of Peter Checkland’s Soft Systems Methodology (SSM), which is a research methodology to understand “complex relationship driven situations and their contexts.” [Checkland. Soft systems methodology: a thirty-year retrospective. Systems Research and Behavioral Science. 15 Nov 2000 DOI: 10.1002/1099-1743(200011)17:1+<::AID-SRES374>3.0.CO;2-O]. Make use of RICH pictures and concept map tools to explore the intended and unintended consequences of who or what is missing in terms of health outcomes and potential interventions. In developing your map, you may find it helpful to think through some of these questions:

- How do social determinants of health contribute to opening or closing the disparities gap?
- How does the way in which care is organized (infrastructure, finance, human resources) contribute to the issue?
- What are some of the intended and unintended consequences of this gap?

### Country Module Assignment #2: Grading Rubric

<b>Points</b>	<b>Poor 0-12</b>	<b>Fair 13-14</b>	<b>Average 15-16</b>	<b>Very Good 17-18</b>	<b>Excellent 19-20</b>
Mapping experience of neglected health condition and/or at-risk population	Did not identify a relevant neglected health condition and/or at-risk population	Map of the of neglected health condition and/or at-risk population and its implications is unclear and confusing	Map clear, yet unsophisticated . Makes some connections between of neglected health condition and/or at-risk population and implications for outcomes and interventions.	Map demonstrate s appreciation of relevant elements that shape outcomes and interventions .	Map demonstrates appreciation of relevant elements that shape outcomes and interventions, as well as connections between these elements.
Integrates program components	Does not cite evidence from program components	Integrates minimal evidence from program components	Integrates limited evidence from program components	Utilizes evidence from program components, but not exceptionally well	Utilizes strong and insightful evidence in both the map and the explanation
Writing Style	Writing style is not comprehensible. A number of spelling and grammar	Writing style is confusing and mistakes are present	Writing style is straightforward and not compelling. Some mistakes may be present	Writing style is fluid, language is somewhat compelling. No mistakes are present	Writing style includes compelling language, no spelling/ grammar errors present

	mistakes are present				
Components	Assignment was turned in late or is missing most components	Assignment is missing several components	Assignment is missing some components	Assignment addresses all components	Assignment strongly fulfills all components outlined in prompt

### Country Module Three: São Paulo, Brazil

#### Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
PH8	Community Participation in Health	Health systems and services	Filho, M.R. et al. 2002. "Discussing community participation in health: an approach from the Brazilian experience." <i>Revista Brasileira de Saúde Materno Infantil</i> , 2(2). Pp. 91-103. <a href="https://dx.doi.org/10.1590/S1519-38292002000200002">https://dx.doi.org/10.1590/S1519-38292002000200002</a>
PH9	New Challenges: Minority Health and Health Disparities	Health disparities and inequities; women's health; LGBTQ; immigrants; drug users; mental health	Chor, D. 2013. "Health inequalities in Brazil: race matters." <i>Cadernos de Saúde Pública</i> , 29(7). Pp. 1272-1275. <a href="https://dx.doi.org/10.1590/S0102-311X2013000700002">https://dx.doi.org/10.1590/S0102-311X2013000700002</a> Gragnotati, M. et al. 2013. "Have the SUS Reforms Transformed the Brazilian Health System?" <i>Twenty Years of Health System Reform in Brazil: An Assessment of the Sistema Único de Saúde</i> (pp.25-36). Washington, DC: International Bank for Reconstruction and Development / The World Bank.
PH10	Health Inequalities in Brazil: Inequalities related to spatial and socio-economic characteristics; public and private sectors	Health disparities and inequities, health systems and services; public health core functions	Victora, C.G. et al. 2011. "Health conditions and health-policy innovations in Brazil: the way forward." <i>The Lancet</i> . 377. Pp. 2042-2053. Macinko, J. Et al. 2007. "Going to scale with community-based primary care: An analysis of the Family Health Program and infant mortality in Brazil, 1999-2004." <i>Social Science and Medicine</i> , 65. Pp. 2070-2080.

#### Field Activities Associated with this Country Module:

PH8 Private and/or public hospitals, panel with health counselors

PH9 Private and public hospitals, Santa Casa Hospital

PH10 Visit to indigenous community

#### Assignments:

### Mapping the Healthcare System Brazil:

In light of your observations, lectures and readings, map out the Brazilian healthcare system and draw connections to your case study topic. See full instructions listed under Mapping the Healthcare System USA (p.4).

### Country Module Assignment #3:

In approximately 1,250 words (5+ pages), write an essay expressing your thoughts and impressions about the Brazilian Unified Health System following the guidelines below:

Since its origins, at the end of 1980's, the Brazilian Unified Health System (Sistema Único de Saúde) has been structured upon the principles of universal access, decentralization, participation and pluralization of health providers. The process of implementation that aims towards health services improvement is still underway.

- Based on this general assumption, in the first part of the assignment, discuss the features that particularly impressed you during the field visits (from 300 to 350 words)
- In the second part, describe how these features are related to the principles (universal access, decentralization, participation and pluralization), highlighting tensions between the normative principles and the reality as presented both in the field and in the literature (700 - 800 words)
- In the conclusion, establish the connection with broader image of the Brazilian public health system and its main challenges (200 to 250 words).

### Country Module Assignment #3: Grading Rubric

<i>Points</i>	<i>Poor 0-12</i>	<i>Fair 13-14</i>	<i>Average 15-16</i>	<i>Very Good 17-18</i>	<i>Excellent 19-20</i>
<b>Demonstrated Knowledge</b>	No grasp of information, no clear knowledge of subject matter.	Uncomfortable with content, only basic concepts are demonstrated and interpreted	At ease with subject content, able to elaborate and explain to some degree	Supports most ideas with effective examples, references, and details, makes key distinctions	Explores ideas vigorously, demonstrates full knowledge of the subject with explanations and elaboration
<b>Analysis</b>	Overall analysis is weak and limited to cursory conclusions, no reference to the Brazilian Unified Health System, assumptions are not addressed	Observations do not connect to themes, but some reference to the Brazilian Health System remains, assumptions are not addressed	Utilizes observations to draw weak conclusions about the Brazilian Health System, does not address assumptions	Utilizes observations to draw conclusions about the Brazilian Health System, addresses assumptions, does not discuss additional questions to explore	Utilizes observations to draw insightful conclusions about the Brazilian Health System, explores assumptions, notes additional questions to explore

<b>Organization</b>	Essay is disorganized and inhibits an understanding of student's ideas	Essay lacks organization and does not connect observations to key findings	Essay is somewhat organized, but clear findings are difficult to discern	Essay is organized, but does not address a variety of ideas. Key findings are present, conclusions are clear	Essay fluidly addresses a number of different topics, while presenting a clear conclusion
<b>Connection to Course Material</b>	No mention of ideas discussed or read in class	Makes a limited attempt to connect to ideas in class	Draws on limited ideas from class, no mention of readings	Draws on ideas from class and readings but is not specific	Draws strongly on ideas from class, specific references to program components and readings

## Comparative Module Four: São Paulo, Brazil

### Lectures and Readings

Session	Lecture Topic	Key Concept	Reading
GH11	Discussion on the comparative aspects of the PH and GH class experiences	Arc of personal learning across the PH and GH classes	None

### Assignment: PH/GH Comparative Auto-Ethnography, Individual Self-Assessment of Learning

This assignment is shared between the PH and GH classes and is worth 10 points in each class (total of 20 points, evenly distributed between the two classes).

#### For this assignment you will complete three steps:

1. Review your PH and GH work for the semester
2. Complete an Individual Self-Assessment Rubric
3. Write a narrative learning analysis to demonstrate the merit of your self-assessment

#### Helpful Hints:

*This assignment is meant to get you reflecting and thinking—not to do new research. Just build on what you have. The only new writing you will do is your responses to the questions in Step Three. Don't make this harder than it needs to be! Have a little fun with it!*

*\*\*\*NB\*\*\* All work (grading rubric, writing, and artifacts) should be submitted as ONE Word Doc or PDF file of a reasonable size. You can use an app like "PDF Compressor" to make your file size smaller, if needed.*

#### Step One: Review your PH and GH work for the semester

Step One is a comparative, reflective activity, it has no written component. Compile, compare, and reflect upon the PH and GH portfolios of assignments you have built throughout the course of the semester. The idea is to review your work with an eye towards developing a more holistic sense of your learning across the two classes and the four countries—to get you thinking about your own work, analyzing your experiences, and strategizing how you will assess and demonstrate your learning in steps two and three.

Questions you may ask yourself when reviewing your work include:

1. How do the portfolios of assignments demonstrate your learning?
2. What has changed in your understanding of public health, globalization, everyday experiences of health, wellbeing, disease, or illness?
3. What interplay have you noticed between public health and globalization?
4. What connections have you been able to make between local experiences and national or global policies/trends?
5. Have you noticed that your own work took on a certain theme or interest?
6. What are you passionate about and how has that impacted your foci this semester?

#### Step Two: Complete an Individual Self-Assessment Rubric

You will assess your reflexivity and overall intellectual engagement, the ways in which you have made connections between public health and globalization, and how you have integrated class content and your experiences in all four countries into your learning process.

Copy and complete this individual self-assessment rubric. In “Step Three” you will offer a comparative analysis of your work across the semester to demonstrate the merit of your self-assessment. I will read your assignment and assess your work and grade. As long as I determine that the narrative you offer in Step Three supports the grade you give yourself on this rubric, *YOU WILL RECEIVE THE GRADE YOU ASSIGN YOURSELF.*

**Critical Comparative Portfolio Analysis Grading Rubric/Worksheet**

*Directions: Each row addresses a learning objective to be assessed in this assignment. For each row, consider the grading rubric and the qualities associated with each point value. In the last column of the rubric worksheet, give yourself the points you feel are fair and accurate for that row. Then add the values in the last column to calculate your overall score for the assignment. Note: there is a total of 20 points available.*

<b>Points</b>	<b>0-3</b>	<b>3-4</b>	<b>4-5</b>	<b>5-6</b>	<b>YOUR GRADE</b>
<b>Reflexivity and Intellectual Engagement</b>	Student does not reflect on own experiences as learning develops	Student minimally reflects on learning, does not develop lines of inquiry across the semester	Student reflects on own learning meaningfully, makes an attempt at developing lines of inquiry across the semester	Student reflects on own learning in critical and creative ways, develops clear lines of inquiry across the semester	
<b>Retrospectively integrate PH and GH course materials to demonstrate interplay of concepts, and real life impact</b>	Cannot demonstrate interplay of PH and GH concepts, or real life impact	Can minimally demonstrate interplay of PH and GH concepts, make some attempts to show how these concepts translate to real life impact	Can meaningfully demonstrate interplay of PH and GH concepts to show a few examples of how these concepts translate to real life impact	Can deeply demonstrate interplay of PH and GH concepts to show well developed understanding of how concepts translate to real life impact	
<b>Integrate GH and PH with overall IHP learning to demonstrate comparisons among countries and disciplines</b>	Cannot demonstrate comparisons relevant to PH or GH among different countries and disciplines	Can minimally demonstrate comparisons relevant to PH or GH among different countries and disciplines	Can meaningfully demonstrate comparisons relevant to PH or GH among different countries and disciplines with a few compelling examples	Can demonstrate thoughtful, organized comparisons relevant to PH or GH among different countries and disciplines with compelling or creative examples	
<b>Effort</b>	Give yourself up to 2 points for effort.				

## ADD YOUR POINTS AND GIVE YOURSELF A FINAL GRADE

### **Step Three: Write a narrative learning analyses to demonstrate the merit of your self-assessment**

Respond to each prompt. You may either answer them one at a time or as a single flowing narrative. Your total response to Step Three should be 1200 - 1500 words, **plus** artifacts or copies of assignments as required by the prompt. You must submit artifacts.

#### **Helpful Hints:**

*For questions 2 and 3, choose assignments you have produced this semester and other artifacts (items, photos, or other items that you have collected along the way) and organize them so that they tell a story of your learning.*

*For questions 2 and 3, include a snapshot of your portfolio assignments or artifacts (or a copy/paste of your assignment/writing) so I can see the items you reference when I read your analysis. Remember: Don't make this harder than it needs to be! Have a little fun with it!*

1. Be reflective—what have you learned by comparing public health and globalization across the semester? How has your learning in the PH and GH classes contributed to a more sophisticated understanding of how public health and globalization are related? Where does this learning leave you in your personal sensibilities about the critical issues in both public health and globalization?
2. Select 2 portfolio assignments from each of your PH and GH portfolios (total of 4 assignments you completed) that demonstrate your intellectual engagement and integration of the content of these classes into a broader set of interrelated ideas. The assignments you choose should allow you to build out an analysis that incorporates comparisons between countries, as well as comparisons between the two classes and perspectives taught in each class. The goal is to demonstrate that you have developed an understanding of how public health and globalization are interrelated and mutually impactful. Include a snapshot of your portfolio assignments or a copy/paste of writing so I can see the assignments when I read your analysis.
3. Select 2 or 3 “artifacts” that are meaningful to you – these should be items that specifically relate to your journey of learning about and understanding of the interplay between public health and globalization in the countries we have visited. These “artifacts” can be photographs that you have taken, pieces of personal writing, or other items you have collected along the way. These are not full portfolio entries, but could be excerpts from your classwork. Include a snapshot of your artifacts or a copy/paste of writing so I can see the artifacts when I read your analysis. Analyze the artifacts to show how they offer a narrative of reflective learning across the semester. For example, you may include three photos you took that represent how macro forces of globalization play out in everyday experiences of health... or you may include a photo of a train ticket and a bit from a journal entry to demonstrate how one particular excursion encapsulates your learning or inspired it. The goal here is to show integrated, holistic learning that draws on your classes, but also your semester experience at large.



## Expectations and Policies

### Participation

IHP is an experiential learning program. You have to show up to have the experience. As such, participation is a minimum expectation, not generally to be rewarded with class credit. Students are expected to attend all classes, case study days, guest lectures, and field activities unless they have a medical excuse that has been communicated and approved by IHP staff, faculty, or fellow. Missing one class means a small makeup assignment (as determined by the faculty); missing two classes means a sizable makeup assignment; missing three classes means a grade reduction of 2% of the total course grade. An example make-up assignment for missing a class could be a short summary of the required and suggested readings for the day's class. Keep in mind that IHP is an experiential program and has academic requirements to attend class meetings and field activities. Failure to attend classes or field activities means that a student may not be eligible for credit from their universities, or could result in program dismissal.

### Late Work

All work for this class must be submitted by the end of the 3<sup>rd</sup> week of each country program to allow time for the local faculty to grade the assignment and return it before students leave the country. Any grade disputes must be settled before the program leaves the country, no exceptions. Exact deadlines for assignments will be confirmed in class. Work is due at the start of the day on which it is due, either during the Person of the Day (POD) announcements or at the beginning of class. Late work will only be accepted with the consent of the instructor *prior* to the deadline and will result in a lowering of the grade one full step (for example, from a B to a B-) per day, as per SIT's policy. Due to the nature of the Country Module structure, late work will be difficult to manage—so work hard to be on time.

### Technology in the classroom

Electronic devices are critical tools for learning and communication, but our IHP courses prioritize engaged conversations unhindered by personal electronic devices. Students are expected to keep cell phones, laptop computers, and other devices out of sight, sound, and mind during class sessions—except under extenuating circumstances that have been discussed in advance with the faculty member or that the electronic device is part of a specific workshop. As is always the case, students with accommodations through SIT are welcome to use technology as is appropriate.

### Class Preparation

This program is built upon the strong belief that your experiences result in deep insights and powerful learning. Course assignments are created to facilitate learning opportunities and experiences. Dialogue in class about these insights and participation in these activities is critical. For this reason, your participation is very important. As a learning community, each one of us will influence the learning environment. Please take responsibility for your role in this environment and come to class prepared and ready to engage with others in a positive and thought-provoking manner.

### Academic Integrity

Academic dishonesty is the failure to maintain academic integrity. It includes, but is not limited to, obtaining or giving unauthorized aid on an examination, having unauthorized prior knowledge of the content of an examination, doing work for another student, having work done by another person for the student, and plagiarism. Academic dishonesty can result in severe academic penalty, including failure of the course and/or dismissal from the institution/program.

Plagiarism is the presentation of another person's ideas or product as one's own. Examples of plagiarism are: copying verbatim and without attribution all or parts of another's written work, using phrases, charts, figures, illustrations, computer programs, websites without citing the source; paraphrasing ideas, conclusions or research without citing the source; using all or part of a literary plot, poem, film, musical score, computer program, websites or other artistic product without attributing the work to its creator.

Students can avoid unintentional plagiarism by carefully following accepted scholarly practices. Notes taken for papers and research projects should accurately record sources of material cited, quoted,

paraphrased, or summarized, and research or critical papers should acknowledge these sources in footnotes or by use of footnotes.

**Violations of SIT Study Abroad academic integrity policy are handled as violations of the student code of conduct and will result in disciplinary action. Please discuss this with your traveling faculty if you have questions.**

#### **General Considerations**

- 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 Student Handbook** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

***NB: The instructors retain the right to change the syllabus as needed. Given the flexible field program, changes may occur that are beyond our control.***