

Social Determinants of Health in South Africa

IPBH-3005 (3 credits)

South Africa: Community Health and Social Policy

This syllabus is representative of a typical 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

This course examines the social determinants affecting the burden of disease in South Africa. The course explores the pervasive effects of a history of racialized under-development and exploitation, then moves on to analyze the systems and policies that have been applied to redress inequities and improve health outcomes. The course will focus on how Social Determinants of Health affect outcomes in current epidemics of HIV and Coronavirus and is taught through facilitated engagements with local communities, schools, clinics and non-government organizations, and lectures by local experts on health, education, gender and law.

Learning Outcomes

By the end of the course students will be expected to:

- Explain how social and political processes shape health outcomes especially for lower-income rural and peri-urban communities;
- Demonstrate a nuanced understanding of the necessity for differentiated community-based and nation-wide intervention strategies;
- Recognize the complexities involved in the implementation multi-sectoral approaches to facilitate the progressive improvement of health in communities; and;
- Reveal a personalized, thoughtful, and coherent grasp of how social determinants of health affect health outcomes.

Language of Instruction

This course is taught in English, but students will be exposed to vocabulary related to course content through in-South Africa expert lectures and field visits to a wide range of venues and regional locales.

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 – The Pervasive Effects of Colonialism and Apartheid

Sessions

The History of South Africa (Zed McGladdery)
The State of the Nation (Imraan Buccus)
The Social Determinants of Health (Zed McGladdery)
How Racism affects Health (Zed McGladdery)
Excursion to the Kwa Muhle Museum on Migrant Labor (Via Go Pro if necessary)
Two- day Homestay in Nzinga village – Rural Conditions (Through Interviews via E.Learning if necessary)
Twelve-day homestay in Cato Manor township – Peri-urban Conditions (See above)

Required reading

A History of South Africa. (2017). Retrieved from Government of South Africa:
<http://www.gov.za/about-sa/history>
Coovadia, H., Jewkes, R., Barron, P., Sanders, D., & McIntyre, D. (2009). The health and health system of South Africa: historical roots of current public health challenges. *The Lancet*, Published online August 25, 22009, 1-18.
Ethekewini Municipality Local Museums.(n.d.) Kwa Muhle Museum. Downloaded from <https://durbanhistorymuseums.org.za/kwamuhle-museum/> A history of South Africa (2017.) Retrieved from Government of South Africa <http://www.gov.za/aboutsa/history>
Scott, V., Schaay, N., Schneider, H., & Sanders, D. (2017). Addressing social determinants of health in South Africa: the journey continues. In A. Padarath, & P. Barron (Eds.), *South African Health Review 2017* (pp. 77-88). Durban: Health Systems Trust.
Williams, D.R. (2016) How racism makes us sick. Ted Talk
https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick?language=en

Recommended reading:

Luescher, T. M., & Klemenčič, M. (2017). Student Power in Twenty-First Century Africa: The Character and Role of Student Organizing. *Student Politics and Protests: International Perspectives*, 113-127.
Mayosi, B. M., Lawn, J. E., van Niekerk, A., Bradshaw, D., Abdool Karim, S. S., & Coovadia, H. M. (2012). Health in South Africa: changes and challenges since 2009. *The Lancet* (Online November 30, 2012), 5-19.

Module 2 – Rights-based Approaches to Addressing Social Determinants of Health

The South African Constitution (Zed McGladdery)
Documentary: “Taking HAART”
Policies and Social Activism for Health (Zed McGladdery)
Excursion: Toxic Tour of the South Durban Basin (Via Gopro if necessary))
Gender, Health and Policy (Janine Hicks)
The National Health Insurance Plan (Andy Gray)
Social and Legal Perspectives on Lockdown and Prohibition. (Zed McGladdery)

Required reading:

Knight, L., Ranganathan, M., Abramsky, T. *et al.* Intervention with Microfinance for AIDS and Gender Equity (IMAGE): Women’s Engagement with the Scaled-up IMAGE Programme and Experience of Intimate Partner Violence in Rural South Africa. *Prev Sci* **21**, 268–281 (2020). <https://doi.org/10.1007/s11121-019-01070-w>

Lewis, J. (Director). (2011, July). TAC - Taking HAART [Video file]. Retrieved July 1, 2017, from <https://www.youtube.com/watch?v=eGwvv0z7--Y>

Parry, C. D. H., Simmonds, J. E., & Freeman, M. (2020). Failing to respond to health promotion imperatives could scupper or hamper National Health Insurance efforts. *SAMJ: South African Medical Journal*, *110*(3), 170-171.

Prüss-Ustün, A., Wolf, J., Corvalán, C., & Neira, M. (2016). Preventing disease through healthy environments. A global assessment of the burden of disease from environmental risks. Geneva: World Health Organization.

Scott, D., & Barnett, C. (2009). Something in the air: civic science and contentious environmental politics in post-apartheid South Africa. *Geoforum*, *40*(3), 373-382.

The South African Bill of Rights (2017) Accessed from Chapter 2 of the Constitution of South Africa. <http://www.hsrcpress.ac.za>

WHO. (2011). Rio political declaration on social determinants of health. Geneva: World Health Organization.

Module 3 – Diseases Affected by the Social Determinants of Health

Health Indicators (Andy Gray)
The Cascade of Treatment Approach to HIV (Cheryl Baxter)
Social and Political Effects of Coronavirus and the Early Total Lockdown Approach (Zed McGladdery)
Diarrhoea, Latrines and Rotovirus Immunisation (Stephen Knight)
Tuberculosis; The Trace and Treat Imperative. (Stephen Knight)
Non-Communicable Diseases and access to Chronic Medications During Lockdown. (Stephen Knight)
Concluding Session: The Balance between Preventative and Curative Interventions (Zed McGladdery)

Required reading

Day, C., Gray, A. & Ndlovu, N. Cois, A. (2019). Health and related indicators. In Rispel, L. & Padarath, A. (Eds.), *South African Health Review 2019* (pp. 139-250). Durban: Health Systems Trust.

https://www.hst.org.za/publications/South%20African%20Health%20Reviews/20%20SAHR_2019_Health%20and%20related%20indicators%202019%20interrogating%20the%20UHC%20service%20coverage%20index.pdf

Hemson, D. (2016). Water, sanitation and health: South Africa's remaining and existing issues. In A. Padarath, J. King, E.-L. Mackie, & J. Casciola (Eds.), *South African Health Review 2016* (pp. 25-34). Durban: Health Systems Trust.

Statistics South Africa. (2016). *South Africa Demographic and Health Survey 2016: Key Indicator Report*, Statistics South Africa. Pretoria: Statistics South Africa.

Human Sciences Research Council. (2018). The fifth South African national HIV prevalence, incidence, behaviour and communication survey, 2017: HIV impact assessment summary report.

WHO.(2019) Global Tuberculosis Report – Executive Summary. Download from https://www.who.int/tb/publications/global_report/tb19_Exec_Sum_12Nov2019.pdf?ua=1McIntyre

e, D. (2010). National health insurance: providing a vocabulary for public engagement. In S. Fonn, & A. Padarath (Eds.), *South African Health Review 2010* (pp. 145-156). Durban: Health Systems Trust.

Readings

Students are responsible for all the readings, and should be prepared to bring them to bear on discussions in class. The readings will place the classes and excursions in their contexts, enabling students to challenge and engage lecturers, to generate questions for class discussions and to deepen knowledge of particular aspects discussed in class. Supplementary reading materials, not mentioned on the list, will sometimes be assigned and made available.

Evaluation and Grading Criteria

Assignments:

Timely completion of all seminar assignments is expected. Unless otherwise stated, all assignments and papers must be turned in on the due date, by 4 pm.

SDH assignment 1: (10 marks) Quiz on relevant moments in history that affect current social conditions and customs. Students are not required to memorize dates but are expected to use a given list of events to explain certain social conditions in South Africa. (30 minutes)

SDH assignment 2: (10 Marks) Accessing useful demographic data on the Social Determinants of Health. Students will be given a particular issue in a certain area and will use websites previous given to them to provide statistics that describe and quantify conditions that influence Health outcomes. (30 minutes)

SDH assignment 3: (10 marks) Reflective paper on a SDH Reading.

Write a 750 to 1000-word critical paper on an assigned SDH reading, including at least three direct quotes relating to key points. Find, include and cite one other source that adds perspective to a point raised. Then submit three questions arising out of the topic, the reading and your understanding of the social context in South Africa.

SDH assignment 4: (10 marks) Critical Reflection on a Lecture.

Write a 750-1000-word critical reflection paper of a lecture assigned, including three direct quotes relating to key points. If the lecture cites another study, cite the original from which the lecturer cites, and include one other source (not mentioned in the lecture) that adds perspective to a point raised. Then write an e-mail to the lecturer, thanking them for their presentation and describing what new insights you gained from the lecture.

SDH assignment 5: (40 marks) Write a 2000 to 2500-word academic paper in which you discuss the extent to which social conditions affect/affected the management of the Coronavirus or HIV Pandemic.

SDH 6: Participation: (20 Marks) The participation grade will be based on the average achieved in the assignments above. That average will be raised, maintained or decreased according to the quality of participation in lectures and class discussions.

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, emailed as Word Documents, and done according to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (those of classmates, lecturers, local constituents engaged with on the visits, etc.). 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>.

