

## **Madagascar: French Language for Health Sciences: Intermediate & Advanced** FREN-2003-3503 (3 credits)

*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**

The course will mainly focus on practical language skills and field study. Nevertheless the focus of this course is on oral proficiency in the context of public health and health sciences, including the critical thematic areas of healthcare in the public and private sectors in Madagascar. This course builds on students' linguistic groundwork to help them understand the issues and challenges of public health and the organization of the health system in Madagascar, to define and master the concepts of public health, and to appropriate population-based approaches to public health. This linguistic groundwork also enhances students' oral proficiency so that they are better prepared to lead discussions in French with a range of professionals working in the field of healthcare. Students will have the opportunity to apply their oral proficiency in small mini research projects on a topic of their choosing. The French for Health Sciences course uses classroom and field instruction to achieve these aims, in addition to improving students' oral, reading, and writing skills. During the term, students will do language practice in homestays, lectures, and during field visits.

### **Learning Outcomes**

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

- Practice French for health sciences in working and collecting data with study subjects in Madagascar;
- Interpret primary data in relation to the structure & functioning of a public health system;
- Demonstrate understanding of Malagasy culture and healthcare issues, and apply this to sustainable and effective public health policy solutions;
- Comprehend complex terminology in French used in public health discourse, including hygiene, epidemiology and disease; and
- Practice French confidently in everyday life outside the classroom.

### **Language of Instruction**

Readings, fieldwork, site visits, student discussions and presentations are all conducted predominantly in French. The academic director and the local staff will help translate and interpret as needed.

### **Instructional Methods**

This course will use the cognitive method to develop student strategies of identification, comparison, interpretation, elaboration of hypotheses of meaning in a precise context, synthesis, and analysis. Reflective activities will increase French language oral and reading comprehension. This cognitive approach will simplify the acquisition of linguistic skills, both lexical and grammatical, in communication situations that are varied enough to generate interaction strategies that gradually make the learner an independent speaker (Huong, 2010).

### **Required Texts**

Ministère de la santé publique. 2017. *Politique National de santé communautaire à Madagascar* Repoblikan'i Madagasikara.

### **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: Understanding Madagascar's public health system**

This module provides students with an understanding of Madagascar's healthcare system in the public and private sector. Considering that the island is a developing country, students will learn how the sanitary system is structured to make sure that the overall population can access healthcare with all the complexity and the challenges encountered in regional and rural areas. Through this module, students will see how the Malagasy contingency plan was elaborated and established during health crises. Excursions will be done in Antananarivo, the economic and political capital of Madagascar. Students will also do a rural stay as well to understand public health issues in rural areas.

Excursions: Antananarivo and Andasibe

Readings:

Andrianarisoa, A.C.F., Rakotoson, J., Randretsa, M., Rakotondravelo, S., Rakotoarimanana, R.D., Rakotomizao & P. Aubry. 2007. *Madagascar: la situation sanitaire dans la grande île au Début du XXI<sup>e</sup> siècle*. *Medecine Tropicale* 67 : 19-29

Rabaoarisoa, C.R., Rakotoarison, R., Rakotonirainy, N.H., Mangahasimbola, R.T., Randrianarisoa, A.B., Jambou, R. Vigan-Womas, I., Piola, P. & Randremarana, R.V. 2018. *The importance of public health, poverty reduction programs and women's empowerment in the reduction of child stunting in rural areas of Moramanga and Morondava, Madagascar*. *PLOS ONE* 12(12): e0189747. <https://doi.org/10.1371/journal.pone.0189747>

### **Module 2: Health development policy**

With this module, students will see how the Malagasy government is accomplishing its vision that by 2030 the entire Malagasy population achieves good health in a healthy environment, with a better and more productive life. The objective of this initiative is to fight against poverty and improve the socio-economic recovery of the country by improving the health status of the population at large. Students are encouraged to maintain a critical perspective when considering human rights, understanding the significance of healthcare, and government management of healthcare systems.

Excursions: Andasibe and Antananarivo

Readings:

Ministère de la santé publique. 2015. *Plan de développement du secteur santé*. Repoblikan'i Madagasikara.

Ministère de la santé publique. 2017. *Politique National de santé communautaire à Madagascar* Repoblikan'i Madagasikara.

## **Assignments and Evaluation**

### Assignment Descriptions and Grading Criteria

#### 1) Case studies (40%).

Students will collect data for a case study mini-project. This can take a variety of forms, from helping doctors and nurses in hospitals (only for qualified students that have healthcare background) or doing a mini internship with a local public health organization. Students are then asked to integrate their broader knowledge of Madagascar's public health with their personal experiences to prepare an oral presentation based on their case study.

#### 2) Presentation & Lead Discussion (30%)

Each student is expected to present once during the term for 10 minutes to the whole class and lead the discussion. Students are encouraged to ask questions or make comments during the discussion session following the presentation. Your participation will be scored (see below).

#### 3) Final Evaluation (20%)

For the final evaluation, students are evaluated on oral presentations, written work in French and efforts made to use French outside the classroom. The evaluation for the course consists of the weekly oral presentation that students will do, and the report written in French for the mini-project that have been accomplished onsite. For the oral presentation, the following will be taken into consideration:

- Clarity of the presentation
- Organization
- Development of theme
- Grammar and syntax

- Use of appropriate visual aids
- Volume and clarity of voice
- Pronunciation and articulation
- Style and fluency

#### 4) Participation (10%)

The level, frequency, and quality of student participation will be taken into consideration. This includes active involvement in all sessions of lectures, presentations, discussions, excursions, and other academic activities using the following criteria:

- Attendance - punctuality and positive presence in class.
- Attentive Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, and taking notes.
- Involvement in Class Discussions - either in small or large groups, sharing knowledge. This means challenging yourself to speak up if you usually don't, and also means allowing others to speak if you are a person who tends to dominate class discussions.
- Group Accountability – positive participation in the group during field excursions and classes; not keeping others waiting.
- Displaying Respect – culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.

#### Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

#### Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Example: Students may request a justified extension for one paper/assignment during the term. Requests must be made in writing to the AD and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

## 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

## **Program Expectations**

- Participate fully in all program components.
- 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.
- Use French language skills outside of class time.
- Storing your work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Personal technology use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.
- Course communication: Course documents and assignments will be posted on the learning management system, Moodle. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for

letting me know about any network-related problems that prevent you from accessing or submitting assignments.

- Content considerations: Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with me and/or seek help from counseling services.
- Classroom recording policy: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

### **SIT Policies and Resources**

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.