

International Health

NUR 402 Sections 730-734 - 3 credits

On Line Angel Format

Spring 2009

Catalog Course Description: Factors and dynamics that affect the health of human populations and population status. Role of national governments and international agencies in the policy and planning of health care resources and services.

Course Objectives: As the end of this course students will:

1. Integrate cultural concepts (explanatory models of health and illness, idioms of distress, health-related practices), and the cultural aspects of political and economic forces that shape health, illness and health care into analysis of international health encounters;
2. Apply an understanding of indicators and differentials to the analysis of the health status of selected populations;
3. Analyze and evaluate the priorities, roles and activities of key stakeholders in the international health arena, including national governments and major international agencies.

Prerequisites: None

Co-requisites: None

Professional Standards & Guidelines: The curriculum is guided by the following documents:

American Association of Colleges of Nursing (1998). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.

American Nurses Association (2001). *Code of ethics for nurses with interpretive statements*. Washington, DC: Author ISBN 1-55810-176-4

American Nurses Association (2004). *Nursing: Scope and standards of practice*. Washington, DC: Author ISBN 1-55810-215-9

American Nurses Association (2003). *Nursing's social policy statement (2nd ed.)*. Washington, DC: Author ISBN 1-55810-214-0

Faculty Contact Information:

Connie Currier, DrPH, MPH
A224 Life Sciences Building
(517) 432-1162
currier3@msu.edu
Office hours: By appointment

Textbook Information and Resources:

a. Readings

Required texts can be purchased from the Spartan Medical Bookstore in the basement of Fee Hall or online at www.spartanbook.com, or you can order your books at (517) 353-9560.

- 1) Helman, Cecil. 2007. Culture, Health and Illness (5th Ed.). New York: Oxford University Press.

AND

- 2) Skolnik, Richard. 2008. *Essentials of Global Health*. Sudbury, MA: Jones and Bartlett Publishers.

Additional required and recommended readings will be made available on the web.

b. Required Resources, References and Supplies:

Access to ANGEL

You can access the class by going to <http://angel.msu.edu>. Once you are enrolled in the course and have activated your MSU email account, you will be able to log on and find the course. Click on the course number and name (NUR 402 International Health) and you will be linked to the content.

Technical problems with use of ANGEL should be referred to the ANGEL help desk. The toll free ANGEL help line number is 1-800- 500-1554 (North America and Hawaii), and the local campus area number is 1-517-355-2345.

Please go to <http://angel.msu.edu>, login, and click on the Online Teaching/Learning-ANGEL group for examples of netiquette and ANGEL communication guidelines. The course will also provide you with additional online discussion guidelines that faculty expect you to follow.

The course will open on January 12, 2009 at 0800.

Library Information

- Library Services: <http://www.lib.msu.edu/services/>
- MSU Library: <http://www.lib.msu.edu/>
- Proxy server: To access MSU library resources from an off-campus site, you must set up a proxy server. Directions to set up a proxy server can be found at: <http://techbase.msu.edu/viewpathfinder.asp?id=2507>.
- You will need to download RealPlayer – or a similar audio and video player – to be able to view the videos that are required for this course.

Grading

Grades will be determined by adding all of the course activities together and arriving at a specific number (point total). The 4.0 grading system will be utilized to report final course grades.

Points will be rounded to whole numbers using the 0.5 rule. Points at ≥ 0.5 will be rounded up while those < 0.5 will be rounded down to the nearest whole number.

The following point scale will be used for final grade determination:

LOW	HIGH	%	GRADE
207	220	94 – 100	4.0
196	206	89 – 93	3.5
185	195	84 – 88	3.0
174	184	79 – 83	2.5
165	173	75 – 78	2.0
154	164	70 – 74	1.5
143	153	65 – 69	1.0
	142	≤ 64	0

Assignments and point determination will be as follows:

Activity	Points	Number	Totals
Quizzes	10	12	120
Participation/Engagement	5	6	30
Midterm Exam	40	1	40
Final Exam	30	1	30
TOTAL			220

You will be able to view your grade summary at any time.

Evaluation

Evaluation strategies used may include: your reaction to the participation/engagement question, quizzes, examinations, active & positive weekly contribution & sustained engagement, student activities, written assignments and online discussions.

Active, relevant, professional and ethical participation is expected. Each student will be evaluated ongoing during the semester.

If a student is going to be absent from class for a week (or more) and is unable to complete an assignment on time, he/she must inform the instructor in advance to be formally excused and still receive credit for the assignment. Students must inform the instructor in writing explaining the reason for absence at least 24 hours before the assignment is due. Emails received later than this will not be accepted and the student's assignment will not be accepted. Students who miss more than three consecutive weeks of class, i.e., who do not participate actively in class activities, and who have not communicated with faculty to be excused from class, will receive a failing grade of 0.0 in the course.

If a student has an emergency situation, the expectation is the course faculty will be contacted prior to the assignment due date to make alternative arrangements.

University & College Policies:

The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON Student handbook <http://nursing.msu.edu/handbooks.asp>
- MSU Spartan Life Student Handbook and Resource Guide <http://www.vps.msu.edu/SpLife/index.htm>
- Information for Current Students—including Rights, Responsibilities and Regulations for Students <http://www.msu.edu/current/index.html>
- Academic Programs <http://www.reg.msu.edu/UCC/AcademicPrograms.asp>

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Additional Course Content

Additional Course Description:

This course will provide a general understanding of factors/dynamics that affect the health of human populations and efforts to improve it. The course will provide an overview of international health and population status, and examine the role of national governments and international agencies in the policy and planning of health care resources and services.

The course is divided into three sections. 1) health determinants and the cultural context of health and illness; 2) indicators and health status, and 3) stakeholders and their priorities in planning and implementing interventions to improve health.

Additional Course Objectives:

Upon completion of this course the student will be able to:

Units

This three-credit course is divided into three units. A set of priority issues will be used throughout the course to illustrate concepts, problems and strategies. These issues include maternal mortality, immunization, nutrition, and HIV/AIDS.

Unit I: Introduction to cultural aspects of health: Health determinants (environment, biology/genetics, socioeconomic); explanatory models of health and illness; idioms of distress; health related practices; and material dimensions of health and illness.

Unit II: Indicators and health status: Indicators (population data, vital and health statistics, health services statistics, socioeconomic indicators), patterns and variations.

Unit III: Agencies and Interventions: Stakeholders (multilateral, bilateral, nationals and non-governmental organizations), roles and resources, policies, priorities and strategies; selected issues and interventions.

Course availability

In a regular classroom setting, faculty are usually available to meet with you briefly before or after class or during scheduled office hours or if you make an appointment. In this setting, faculty are usually not available to answer your questions at midnight or on weekends. Sometimes it may take up to 48 hours for the faculty to respond to your questions. Faculty are not online 24 hours a day, 7 days a week. Expect a reasonable response time for your questions. Do not wait until the last minute to ask an important question – plan ahead! Please write email in complete sentences. Your emails are considered professional communication – remember, you are not internet messaging (IM-ing) to a friend. If you would like to make an appointment to meet individually with faculty, contact Connie Carrier at 432-1162 or at currier3@msu.edu.

Learning Methodologies

NUR 402 uses an online format which serves as a web-based classroom. This virtual course is built on a weekly framework of material including: overview and introduction to the week's content, objectives, class readings, external links, exercises/activities, quizzes and discussion question. Additionally, papers, group assignments, exams and other creative assignments will be utilized throughout the course.

This course is **not** based on a self-paced learning model. Activities for each week will be posted on the Friday evening at the end of each week by 11:55 pm Eastern Standard Time. Although assignments may be completed at any time during the week they are due, ALL materials need to be posted by 2355 (11:55 pm Eastern Standard Time) on Sunday evening of *the following* week, which means you will have 9 full days to complete your assignments each week. The first week of class will be an exception. For example, the first week of class, content will be posted on Monday, January 12th at 8 am and will be due Sunday evening, January 18th at 11:55 pm. Content for week #2 will be posted on Friday, January 16th. Assignments for that week will be due by 11:55 pm the next Sunday evening, January 25th.

It is very important that you check the announcements folder each time you go into the course website, since it is a place where the instructors post announcements and other news.

Participation/Engagement Questions - Expectations

6 times over the semester Discussion Questions will be posted in the online chat room. These questions generally refer to the material (textbooks and online resources) you are assigned to read for that week. While the questions probe your factual knowledge of some of the assigned material, they are primarily geared towards helping you discuss and highlight the critical issues involved in international health. Discussions of international health involve not only questions of fact, but also questions of value, e.g., attitudes towards the role of government in international development, attitudes concerning individual responsibility, views of social justice, and so forth. We may not necessarily all agree about such values, and there is absolutely no requirement that you agree with the views of the instructor or your fellow students! Instead, the primary purpose of the discussions is to show that you understand and can describe (a) the factual basis for a particular position and (b) the underlying value (ethical principle) that leads a person to advocate a particular position. Should it come to major disagreements in the class discussions, we all need to remember that we should treat each other with civility and respect! In particular, if you disagree with some point of view, always give reasons for your disagreement. That way, fruitful discussions are stimulated.

Throughout each week's discussion, I will follow your conversations closely on a daily basis, and will contribute to the discussion from time to time, to assist in your learning. However, the discussions are meant to be primarily discussions among the class members. If you feel that you need clarifications from me on some relevant course material or discussion item, address it in the discussion forum: "Connie, could you clarify the concept of the double burden of disease..." etc. Depending on the need, I may also offer weekly summary comments about that week's discussion, which will be posted in that week's Content folder. From time to time, I may post additional questions that arise out of the week's discussions. Most important for the success of the discussions in this course is that no one feel constrained or shy to comment or ask questions.

It's important to keep in mind that the chat room discussions are supposed to simulate a "back and forth" conversation between a group of people, in which everyone has a turn to talk, and the talk should be balanced in terms of how much each person contributes. Think about how you would interact with others at a social event, or in an in-person classroom setting. With in-person interactions, people take turns exchanging relatively brief statements about a topic of interest. Thoughtful dialog should be balanced regarding individual contributions, and we all should carefully read each other's contribution before responding. This type of dialog enhances the understanding of the course content and also conveys respect for the contributions of classmates. This does not mean that you should avoid arguing passionately for or against a particular point of view. However, all arguments should be based on reasons or cite supporting evidence.

With these thoughts about group discussions in mind, here are some more specific suggestions that may be helpful during weekly online discussions:

(1) There is no need that your first comments for a week address ALL posted discussion questions. Start with one and let others tackle different questions first.

(2) Initial contributions should be short "to get the ball rolling." That means a contribution of anywhere between 3-10 sentences would be fine.

(3) Come back later in the week and address other questions as well as the contributions of your fellow students.

(4) Past experience shows that some students are always among the first to make their contributions and others have a tendency to follow. In this class, all students are required to be first discussants at some point during the course (this will be monitored!).

(5) Given that the start of the new week is always pegged on Fridays, it is expected that initial contributions would start no later than the following Monday. Remember, since you always get access to the material for the following week, you can plan ahead to make your contributions in time.

(6) The weekly discussions are meant to be both a learning tool and a way for faculty to check your progress in grasping the course material. While opinions and values are certainly part of policy discussions, your contributions should primarily reflect your grasp of the material and the policy issues. Show me how the concepts and facts introduced in the course material and readings help you think more clearly about the issues at hand!

(7) As a final rule, remember that these discussion groups occur in a public forum. That means, that you can present your and any point of view as vigorously as you like (a little spice in life is a good thing!), as long as you avoid personal attacks on others. Other than that, there are no restrictions on your contributions, although good grammar and good style are always welcome!

Please review the point allocation criteria for participation/engagement questions and see the Participation/engagement rubric in the **Syllabus and Course Documents** folder:

Point Allocation	Criteria
5	Minimum of 3 quality comments for the week Critical elements 1-15 present <i>Comments made by Wednesday 5 pm</i>
4	Minimum of 2 quality comments for the week Critical elements 2 – 13; 15 present <i>Do not need to see evidence of analysis or synthesis</i>

Point Allocation	Criteria
3	Minimum of 1 quality comment for the week. Critical elements 2 – 12; 15 present <i>Do not need to see evidence of analysis, synthesis or scholarly debate/inquiry</i>
0	Unacceptable comments (lacking professional or collegial attitude; disrespectful; inappropriate terminology or slang) No engagement with others or falls on the last day of the activity Spelling & grammar errors
- 5	For every week where there is no participation, 5 points will be subtracted & the total deducted from the accumulated points at the end of the course

Note: substantive messages do not have to be long; not all long posts are substantive; all short posts are not necessarily non-substantive

Exams

PLEASE NOTE: The final exam is a CLOSED BOOK exam. This means you should not use your texts, your notes, the web/internet or any other materials while taking the exam. All work should be your own. I am very vigilant about plagiarism. If it is determined plagiarism or cheating has taken place, depending on the severity, you will receive either a failing grade on the exam or in the course.

Course schedule:

Week #1 (January 12th)

Orientation to Angel and Introduction to the course - post your photo (optional), state your goals for the course, and learn to navigate through the various links/parts of the course

Week #2 (January 16th)

Definitions of health, public health and international health

UNIT I – CULTURAL ASPECTS OF HEALTH

Week #3 (January 23rd)

Major determinants of health

Week #4 (January 30th)

Culture and International Health

Week #5 (February 9th)

Introduction to cultural study and culture concepts

Week #6 (February 16th)

Health-related explanatory models (cultural beliefs and values)

Week #7 (February 6th)

Health-related cultural practices)

Week #8 (February 27th)

Political and economic dimensions of culture and health

Week #9 (March 6th)

SPRING BREAK

Week #10 (March 13th)

EXAM #1 Culture and international health *****GROUP PROJECT*****

UNIT II – INDICATORS AND HEALTH STATUS

Week #11 (March 20th)

Health data: Importance, availability and accuracy

Week #12 (March 27th)

Measures of health, morbidity and mortality

Week #13 (April 3rd)

Measures of health, morbidity and mortality, continued

UNIT III – INTERNATIONAL HEALTH AGENCIES AND INTERVENTIONS

Week #14 (April 10th)

International Agencies and funding

Week #15 (April 17th)

International health policies and programs

Week #16 (April 24th)

Synthesis, evaluation and wrap-up

Week #17 (May 6th)

FINAL EXAM – MAY 6th

*******NOTE: THE FINAL EXAM WILL BE OPEN AND ONLINE, WEDNESDAY, MAY 6TH
FROM 6:00 PM TO 9:00 PM *****
and will be on content from Units II and III only**

Course Requirements

The requirements of the course include:

1. All assignments completed on time –incompletes are not an option for this course. Late assignments will be given a zero grade. Assignments are due at the end of each week by midnight Sunday night, unless indicated otherwise.
2. Active participation in participation/engagement assignments.
3. Participation in group activities as directed in faculty announcements or on the Discussion Forum.
4. In addition to recommended texts, read articles and visit web sites posted within weekly topics.
5. Communicate with faculty using the Discussion Forum within the current week if there is any problem in understanding course discussion, activities, or expectations.
6. The final exam is a CLOSED BOOK exam. This means you should not use your texts, your notes, or the web/internet or any other materials while taking the exam.

Academic Integrity

Academic integrity is a minimal expectation of this course. Academic dishonesty in any form will not be tolerated. Any student involved in academic dishonesty will be reported to the Office of Academic Affairs and the Office of Student Affairs in the College of Nursing and a grade of 0.0 may be issued for the course.

Lectures, quizzes and examinations must remain the property of the College of Nursing and must not be copied from the internet. According to university policy, consequences for academic dishonesty may include failure of the course, expulsion from the major, or expulsion from the university.

Online discussions and exercises are confidential and should not be discussed with others who are not enrolled in the class. It is important for each course participant to express his/her ideas. All ideas need to be respected in discussions and exercises. Any “group projects” that are required, still require individual work as a minimal expectation.

For further information you can access any of the following sites:

- Academic Integrity resource at MSU
<http://www.msu.edu/unit/ombud/RegsOrdsPolicies.html>
- MSU Spartan Life Student Handbook and Resource Guide
<http://www.vps.msu.edu/SpLife/index.htm>
- Information for Current Students – including Rights, Responsibilities and Regulations for Graduate Students
<http://www.msu.edu/current/index.html>
- International Studies and Programs
<http://www.msu.edu/international/index.html>

Course Structure

The structure format for each week of class will be very similar. I would like to suggest an approach to each week that should help you to be successful! Think about your approach to the course like you are a builder – the foundation is first & everything else is built on that solid foundation. Things have to be built in steps, so here are the ones you should follow:

Log on to ANGEL

- My Page will display & you need to enter the course located under – SS09 NUR 402 International Health
- Each time you enter the course, **Course Announcements** will come up. It is a good habit to develop looking at this page every time you log on. Now ... will there be a new message every day? No! However, when there is new information, you will need to read it!

Step 1: Go to Lessons

- The 1st folder is **Getting Started**. This folder includes;
 - An introduction to the course,
 - “Meet the Professor”
 - “Getting to know you” – where you will introduce yourself to your classmates in a discussion forum and tell a little bit about yourself
 - “Getting Started in Angel” which provides very important information about computer equipment requirements, information to help you navigate through Angel, Help Desk phone numbers, Angel tutorials and more. For those of you new to ANGEL on-line learning, this is an extremely important folder for you!
 - Please go over all of the folders (in order if possible) & learn the basic mechanism of operation for the program
 - Doing this the 1st week will guarantee you less difficulty as the semester progresses! The semester is fast paced & we want you to be successful. Spending time on learning the system will give you a solid foundation for the course!

- For those of you familiar with ANGEL – you may want to review! You never know what new information may have been added to the program since your last class! ANGEL was updated to a new version by the university on May 11, 2006
- The 2nd folder is the **Syllabus and Course Documents**.
 - The syllabus is a very important document that you need to read through entirely during the 1st week. All of the information you need to know about course expectations, student activities, etc is located in the syllabus.
 - You should probably print the syllabus off & keep it in a handy place for ease of access during the semester
 - Pay particular attention to the Course Structure!
 - Other course documents include:
 - Grading policies and rubrics
 - Angel communication guidelines and rules of conduct
 - APA guidelines

Please be sure that you are aware of all of these important documents as they will help guide you through the semester.

Step 2: **External Link Web Resources** is a wealth of information for you to utilize in your learning process this semester; the links are grouped together in content folders


Step 3: Course Content Folders (found under **Lessons**)

- For each week of the semester, there will be a folder labeled with the number of the semester week & the date (for example, Week 1: January 12th)
- Within the week folder you will find the information for the week – this is a basic template I am utilizing for each week
 - Introduction
 - Objectives
 - Readings (textbook readings, additional required readings - external links, web sites, articles, etc.)
 - Content for the week
 - Within the content for some of the weeks sometimes you’ll see what I call “Connie’s Corner.” These are personal stories I use to illustrate a point related to the content I’m discussing at the time. When you see a “Connie’s Corner,” you’ll have to leave the content you’re reading and go to an outside “Connie’s Corner” link to read my story and then go back to the content.
 - There are also “definitions” for terms you may be unfamiliar with within the content. They will be bolded in color. When you see them, leave the content file and within the general content folder you will find a link with the definition of the bolded term.
 - You will also find videos and NPR segments in some of the content. You will need to download RealPlayer or another audio/video player in order to view/listen to these. If you have difficulty, contact the Help Desk.
 - I also use Powerpoint presentations to provide content, so you should be able to view Powerpoint.
 - Assignment
 - You will have an assignment due every week of the class. It will either be a 5 point quiz or an exam.
 - Participation/engagement question

- 6 times over the course of the semester you will have a question to respond to – called “participation/engagement. This will be worth 5 points. Be sure to read the Participation/Engagement Critical Elements and Rubric under Course Documents.
- The weekly folders will open up one week at a time – opening on Friday evening at 11:55 pm (2355; Eastern Daylight, Savings Time)
- The didactic content will remain open during the semester. The exceptions are enrichment activities, weekly discussion & quizzes – these folders are only available for a one week time frame.
- Content for the week – you should plan on reading this section 1st every week. Think of this section like the introduction to the week’s material or a lecture we would give if we were in a classroom. The format will be different every week but basically there will be lecture notes, insight into the topic & some thoughts to get you thinking about the material for the week. You could think about this section as part of the solid foundation you are laying down for the week. And ... quiz questions may come from this material.
- Objectives – these will give you an overall sense of what you are expected to learn during the week
- Readings – every week you will be expected to read specific material from your course textbooks and from designated web links.
- Assignment – each week during the semester you will either have a quiz or an exam. **NOTE: The midterm exam is a group project.**

WEEK	DATE	TOPIC	READINGS	ASSIGNMENT
1	Jan 12	<ul style="list-style-type: none"> • Introduction to the Course • Orientation to Angel • Statement of personal goals 	<ul style="list-style-type: none"> • Course Syllabus • Course Documents • Welcome to Course • Introduction to the faculty • Orientation to Angel 	<ul style="list-style-type: none"> • Statement of personal goals • Purchase textbooks
2	16	<ul style="list-style-type: none"> • Definitions of health, public health and international health 	<i>Skolnick</i> <ul style="list-style-type: none"> • Quotable Global Health Quotes • Introduction • Chapter 1, Introduction, pages 3-15 <i>Helman</i> <ul style="list-style-type: none"> • Case studies on pages 397, 406, 415, 431, 433, 441 and 452 <i>Other web links to be found in content for week</i>	<ul style="list-style-type: none"> • Week 2 exercise/quiz: Activities people do for international health - 10 points • Participation/engagement, 5 points
3	23	<ul style="list-style-type: none"> • UNIT I • Major determinants of health 	<i>Skolnick</i> <ul style="list-style-type: none"> • Chapter 2, Health Determinants, Measurements and Trends, pages 16-20 • Chapter 3, Health, Education, Poverty and the Economy, pages 41-53 <i>Readings from the web</i>	<ul style="list-style-type: none"> • Week 3 exercise – health determinants essay - 10 points

WEEK	DATE	TOPIC	READINGS	ASSIGNMENT
			<ul style="list-style-type: none"> Marc Lalonde, <u>A New Perspective on the Health of Canadians</u>, chapters 4 and 5 (pp. 31-37) at: (http://www.hc-sc.gc.ca/hcs-sss/alt_formats/hpb-dgps/pdf/pubs/1974-lalonde/lalonde_e.pdf) <u>The Population Health Approach</u> proposed by Health Canada- read What Determines Health? Determinants of Health, and Key Determinants, (http://www.phac-aspc.gc.ca/ph-sp/phdd/determinants/index.html) <u>Healthy People 2010</u>, A systematic approach to health improvement, http://www.healthypeople.gov/Document/html/uih/uih_2.htm <u>Health, Health Determinants and Health Promotion</u> at http://www.pitt.edu/~super1/lecture/lec4221/007.htm <p><i>Other web links to be found in the content for the week.</i></p>	
4	Jan 30	<ul style="list-style-type: none"> Introduction to culture and international health 	<p><i>Skolnick</i></p> <ul style="list-style-type: none"> Chapter 6, Culture and Health, pages 91-110 <p><i>Helman</i></p> <ul style="list-style-type: none"> Chapter 1, Introduction: The scope of medical anthropology, pages 1-18 Chapter 18, Medical anthropology and global health, pages 425-455 	<ul style="list-style-type: none"> Week 4 exercise: Introduction to culture and international health quiz - 10 points Participation/engagement, 5 points
5	Feb. 6	<ul style="list-style-type: none"> Introduction to cultural study and culture concepts 	<p><i>Helman</i></p> <ul style="list-style-type: none"> Chapter 8: Culture and Pharmacology, pages 196-223 Chapter 11: Cultural aspects of Stress and Suffering, pages 288-303 	<ul style="list-style-type: none"> Week 5 exercise: Dimensions of culture quiz - 10 points
6	13	<ul style="list-style-type: none"> Health-related explanatory models 	<p><i>Helman</i></p> <ul style="list-style-type: none"> Chapter 2, The Body: Cultural definitions of anatomy and physiology, pages 19-51 Chapter 5, Doctor-patient interactions, pages 121-155 	<ul style="list-style-type: none"> Week 6 Health-related explanatory models quiz - 10 points Participation/engagement, 5 points
7	20	<ul style="list-style-type: none"> Health-related cultural practices 	<p><i>Skolnick</i></p> <ul style="list-style-type: none"> Chapter 8, Nutrition and Global Health, pages 127-145 	<ul style="list-style-type: none"> Week 7 Health-related cultural practices quiz

WEEK	DATE	TOPIC	READINGS	ASSIGNMENT
			<p><i>Helman</i></p> <ul style="list-style-type: none"> Chapter 3, Diet and nutrition, pages 52-80 Chapter 9, Ritual and the management of misfortune, pages 224-244 <p><i>Readings from the web</i></p> <ul style="list-style-type: none"> Aboriginal culture for health workers, www.medicineau.net.au/AbHealth/37.HTM 	- 10 points
8	27	<ul style="list-style-type: none"> Political and economic dimensions of culture and health 	<p><i>Skolnick</i></p> <ul style="list-style-type: none"> Chapter 9, Women's Health, pages 147-165 <p><i>Helman</i></p> <ul style="list-style-type: none"> Chapter 4, Caring and curing: The sectors of health care, pages 81-120 Chapter 6, Gender and reproduction, pages 156-184 <p>Information on Female Genital Cutting: What is Out There? What is Needed?, July 2004, Interagency Working Group of USAID</p>	<ul style="list-style-type: none"> Week 8 Political and economic dimensions of culture quiz - 10 points Participation/engagement, 5 points
9	Mar 6	Spring Break		
10	13	<ul style="list-style-type: none"> Unit 1 exam 	<p><i>No readings assigned</i></p> <p><i>THIS IS A GROUP PROJECT!!!</i></p>	<ul style="list-style-type: none"> Unit 1 exam – group project (40 points)
11	20	<ul style="list-style-type: none"> UNIT II Health data: Importance, availability and accuracy 	<p><i>Readings will be found in the web links in the content for this week.</i></p>	<ul style="list-style-type: none"> Week 11 ex./quiz on Health data: Importance, availability and accuracy - 10 points
12	27	<ul style="list-style-type: none"> Measures of health, morbidity and mortality 	<p><i>Skolnick</i></p> <ul style="list-style-type: none"> Chapter 2, Health Determinants, Measures and Trends, pages 20-32. <i>Readings from the web</i> Social Statistics: Follow-up to World Summit for Social Development, Report of the Expert Group on Statistical Implications of Recent Major United Nations Conferences, Working Group on International Statistical Programmes and Coordination, 18th Session, New York, 16-19 April 1996, found at http://unstats.un.org/unsd/demographic 	<ul style="list-style-type: none"> Week 12 quiz on Measures of health, morbidity and mortality - 10 points

WEEK	DATE	TOPIC	READINGS	ASSIGNMENT
			<p>/products/socind/xgrp2.htm</p> <ul style="list-style-type: none"> Executive summary of the 1998 World Health Report which can be found at: www.who.int/whr2001/2001/archives/1998/exsum98e.htm Read the following PowerPoint presentation, slides 29-37. http://www.iihe.org/education/lectures/epi1.ppt <p><i>Other web links to be found in the content for the week</i></p>	
13	April 3	<ul style="list-style-type: none"> Measures of health, morbidity and mortality, continued 	<p><i>Skolnick</i></p> <ul style="list-style-type: none"> Chapter 2, Health Determinants, Measures and Trends, pages 32-40. WHO Issues New Healthy Life Expectancy Rankings: Japan Number One in New 'Healthy Life' System: www.who.int/inf-pr-2000/en/pr2000-life.html Scroll down to "Probability of Death by Region 1990" to learn about the global burden of disease and the disability adjusted life year (DALY) indicator: http://population.wri.org/pubs_content_print.cfm?ContentID=989 Please read chapters one and two of the <u>World Health Report 1999</u>: http://www.who.int/whr/1999/en/ Read Sen, Kasturi and Bonita, Ruth. August 12, 2000. Global health status: Two steps forward, one step back. <u>The Lancet</u> 356(9229), 577-582. : http://www.mba-sil.edu.pe/mbapage/cdi/BoletinesElectronicos/Salud/kasturi.pdf <p><i>Other web links to be found in content for the week</i></p>	<ul style="list-style-type: none"> Week 13 quiz on Measures of health, morbidity and mortality - 10 points
14	10	<ul style="list-style-type: none"> UNIT III International agencies and funding 	<p><i>Skolnick</i></p> <ul style="list-style-type: none"> Chapter 15, Working Together to Improve Global Health, pages 263-282 <p><i>Web links will be found in the content for the week</i></p>	<ul style="list-style-type: none"> Week 14 quiz on International agencies and funding - 10 points Participation/engagement, 5 points
15	17	<ul style="list-style-type: none"> International health policies 	<p><i>Skolnick</i></p> <ul style="list-style-type: none"> Chapter 14, Natural Disasters and 	<ul style="list-style-type: none"> Week 15 quiz on International

WEEK	DATE	TOPIC	READINGS	ASSIGNMENT
		and programs	Complex Humanitarian Emergencies, pages 247-262	health policies and programs - 10 points
16	24	<ul style="list-style-type: none"> Lessons learned/synthesis and wrap-up 		<ul style="list-style-type: none"> Participation/engagement, 5 points
17	May 6		WEDNESDAY MAY 6th from 6:00 pm – 9:00 pm FINAL EXAM (30 points)	