

# HEALTH CARE ISSUES: GLOBAL PERSPECTIVES

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**Course Number:** HLTH 3310, Section 001

**Semester:** Spring 2013

**Day/Times:** Tuesdays and Thursdays, 10 – 11:15 a.m.

**Location:** CB 2 1.204

## Professor Information

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Dr. Jillian M. Duquaine-Watson

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**Phone:** 972-883-2322 (direct, with voicemail)

**Office Hours:** I regularly hold office hours on the following days and at the following times:

- Mondays and Wednesdays, 12-2 p.m.
- Tuesdays and Thursdays, 11:30 -12:30 p.m.
- I am also available to meet with you by appointment. Please contact me at the above email to arrange.

## Course Description

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This course examines the social, political, and economic aspects of global health care issues. Stressing principles of *cultural competence*, we will examine varying meanings of “health” as well as the range of factors that encourage the health of some and deny it for others.

Through a combination of “macro-level” (national and international) as well as “micro-level” (local) analysis, we will enhance our understanding of the global dimensions of health and disease, various strategic health initiatives, and the short-and-long-term outcomes of both diseases and correlating health care interventions.

We will explore a variety of topics that may include: maternal and infant mortality, HIV, health and environmental hazards, health in conflict zones, health care systems, health and human rights, grassroots health initiatives, health and the millennium development goals, chronic disease, and others. Through their own research projects, students will explore additional topics in the field.

## Course Goals/Learning Objectives

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Students who successfully complete this course will be able to:

1. Define cultural competence;
2. Apply a cultural competence model to assessing and solving specific health-related case studies;
3. Compare and contrast health care issues in industrialized societies with health care issues in developing societies;
4. Identify central issues in contemporary global health;
5. Explain the specific social, economic, and political factors that have shaped and continue to shape health and healthcare in various parts of the world;
6. Detail the ways in which gender, socioeconomic status, race, ethnicity, and other identities impact health and access to health care;
7. Distinguish core features of successful healthcare projects from those that are less successful;
8. Evaluate health care policies, specifically in relation to cost, implementation, and outcomes;
9. Assess arguments concerning future directions of health care, specifically as such arguments pertain to development goals.

Students will also be provided with opportunities to enhance their skills in the following areas:

1. Critical thinking and analysis;
2. Written communication (both formal and informal);
3. Oral communication (both formal and informal);
4. Academic research.

## Required Texts

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The following texts are required for this course and available for purchase at the UTD bookstore and at Off-Campus Books:

*Global Health Care: Issues and Policies*. Second edition (NOTE: First edition is NOT acceptable). By Carol Holtz. Jones and Bartlett Publishers, Sudbury, MA: 2012. (referred to as GH on course calendar)

*Birth in Four Cultures: A Crosscultural Investigation of Childbirth in Yucatan, Holland, Sweden, and the United States*. Brigitte Jordan. 4<sup>th</sup> edition. Long Grove, Illinois: Waveland Press, 1992.

There will also be a variety of required course readings available via the course eLearning site. To locate these readings, look under the “Learning Modules” tab and then click on “Course Readings.” (indicated as “eLearning” on course calendar)

## Assignments & Grading

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Your performance in relation to the following course requirements will determine your grade for the course:

1. **Attendance (100 points):** Attendance is fundamental to the success of this course overall as well as your individual success in the course. Consequently, a significant portion of your grade is based on attendance. You are expected to arrive in class on time, to stay for the entire session, and to miss class only in rare and unavoidable circumstances. There are a total of 30 class sessions and each session is worth 3.33 points (for a total of 100 points). Attendance will be taken at the beginning of each class session—promptly at 11:30 a.m. If you are not present when attendance is taken, you will be marked absent and will not receive attendance points for that class session. Points will be deducted early departures, regardless of the reason. If you miss a class for any reason, it is your responsibility to update yourself (from your classmates!) on course activities and any changes to the schedule, activities, or assignments.
2. **Participation (100 points):** It is expected that students will participate actively and thoughtfully in discussions based on careful reading of course material. The quality of your participation will have a significant influence on your grade. If you must miss a class for medical reasons, religious observance, caring for your sick child, or any other university-excused activity, you are expected to inform me before class and then submit appropriate documentation. Students who miss class sessions are responsible for obtaining notes from classmates and finding out all changes in deadlines, schedule, assignments, and activities.

Our class meetings will include a variety of learning activities including lecture, discussion of the readings, debate, disagreement, critique, and exploration. I expect that class members will draw on their own knowledge and experiences when appropriate. In order for this course to be successful, it is imperative that we maintain an atmosphere of mutual respect for all course participants, including respecting one another by coming to class fully prepared for engaging, stimulating discussions—in other words, if you are in class, I will expect that you have read and thought about the assigned readings and are ready to discuss them.

3. **Reading response papers (5 x 20 points each = 100 points):** In order to facilitate our discussion of course material, you will prepare FORMAL responses to assigned readings throughout the semester. Class participants will be divided into two groups for these papers: group A (last names A- L) and group B (last names M-Z). You may not change assigned groups and you may only submit responses for your respective group’s assigned days. Each response must meet formatting guidelines (as detailed in the course syllabus) and be a minimum of 2 FULL pages in length (double-spaced). NOTE: responses that fail to meet this

length requirement will be considered incomplete, unacceptable, and will receive a zero). Reading responses are due at the beginning of class on the date for which they are assigned and you should be prepared to share them with the class as part of our discussion. Response papers must relate specifically to the assigned readings for the class session for which the paper is due, and can be constructed in a number of ways:

- by engaging with a specific passage from the reading that you feel is especially important;
- by addressing a point that you feel strongly about (agreeing or disagreeing, for example) and wish to discuss further;
- by relating the readings to recent world events (when appropriate);
- by attempting to apply concepts raised in the readings via a hypothetical situation.

Above all, in each reading response paper, you should strive to:

1. demonstrate that you've completed the assigned readings (comprehension);
  2. provide a thoughtful analysis of the assigned readings (critical thinking); and,
  3. engage with the ideas/issues raised in the assigned readings (independent thought).
4. **Exams (2 x 100 points each = 200 points):** You will complete two exams in this course. Each exam is worth 100 points. Exams will consist of essay responses. More details about exams will be forthcoming as we approach these assignments. However, please know that I do not create exams that are intended to “trick” or “punish” students—instead, I look upon exams as an opportunity for students to demonstrate their understanding of course material. If you keep up with course readings and assignments, attend class, and participate fully in discussions, exams will likely be an enjoyable experience for you.
5. **Team Research Project & Presentation (100 points):** Working in small groups of 3-4 members, you will complete a significant research presentation on a topic of your choosing (so long as it relates to course themes and incorporates principles of cultural competence). Your presentation will be approximately 30 minutes in length and your primary goal is to inform other class members about your topic and add to their knowledge about global health care issues. You are required to prepare a PowerPoint slideshow to accompany your presentation and to use (and properly cite) relevant research. You should also provide each audience member with a 2-page handout that includes a brief outline of your presentation and a complete bibliography of resources used in your project (in case they wish to do further reading).

A brief research proposal is due at the beginning of class on Monday, October 8. Proposals should include two parts: 1. A description of your research project (approx. 250 words); and, 2. A preliminary bibliography of at least 5 sources (journal articles, books, etc.).

**NOTE:** I am happy to meet with research teams to discuss possible research topics, point you in the direction of resources, and generally assist you in whatever ways I am able.

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You may earn up to 600 points in this course as determined by the following assignments:

- Attendance (100 points)
- Participation (100 points)
- Reading-Response Papers (5 x 20 points each = 100 points)
- Exams (2 x 100 points each = 200 points)
- Final Research Presentation (100 points)

Final course grades will be assigned according to the following scale:

Points	Grade
540 - 600	A range
480 - 539	B range
420 - 479	C range
360 - 419	D range
359 and below	F

**NOTE:** Grades of + and – will be assigned as appropriate and as per university grading standards.

## **Course and Instructor Policies**

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### Assignment Format

Your assignments **must** adhere to the following formatting requirements (unless noted on an individual assignment handout):

- The following information must be included (single-spaced) at the top left margin of the first page: your name, the title of the assignment, the course name and number, my name, the date submitted.
- All margins must be 1 inch.
- Font of your document should be Times New Roman, 12-point type.
- The body/content of your document must be double-spaced.
- Follow standard guidelines (APA, MLA, or Chicago style) for pagination, headings, citations, and other formatting issues.
- Graphics, tables, and illustrations need to be clearly identified and explained.
- Documents must be free of spelling, punctuation, and grammatical errors.
- Sources must be documented and/or quoted appropriately in the text as well as in the References/Bibliography at the end of your document.
- Multiple pages **MUST** be stapled together.

**NOTE:** Failure to adhere to formatting requirements may result in your assignment being considered “incomplete” and, therefore, unacceptable.

### Late Work

Deadlines are a serious matter. Missed deadlines cause delays and administrative headaches. In the professional world, they can also compromise professional reputations and careers. For these reasons, late or incomplete work is not acceptable in this course. Technological problems are not valid excuses for late work, so plan accordingly. Moreover, no late or make-up submissions will be accepted without appropriate documentation.

### Extra Credit

I do not curve individual items, nor do I offer “extra credit” work or “special consideration” to allow students a chance to raise their grade. If a personal situation arises during the semester that may affect your classroom performance, please talk to me sooner rather than later. If you wait until the end of the semester, I won’t be able to help you. However, I can work with you more easily if you speak to me when the situation arises.

### Classroom Citizenship

All members of our classroom learning community are expected to communicate in a civil and professional manner. Disagreement is acceptable (and even expected in college-level courses); disrespect, however, has no place in this or any classroom.

### Technology Requirements

The course is taught using eLearning and you should develop the habit of checking both the course eLearning site and your UTD email often for assignments and announcements. Reliable and frequent internet connectivity is indispensable. It is your responsibility to ensure that you have access to the course through eLearning for the duration of the semester. Failure to check UTD or eLearning email, errors in forwarding email, and email bounced from over-quota mailboxes are not acceptable excuses for missing course-related emails or announcements.

Additionally, to protect your privacy rights, I will only send email through your official UTD email address or eLearning email. If you choose, you can redirect both of these addresses to external addresses.

### Classroom and Equipment Use Policies

• **No laptops, cell phones, pagers, or other electronic messaging services may be used in the classroom.** I recognize that many of us carry cell phones and other electronic communication devices so we can be contacted in the event of emergencies or other serious situations. During class time, however, I expect all members of our classroom learning community to turn these off or set them to vibrate/silent. If you find it difficult to adhere to this policy, I suggest you register for another course that better meets your needs.

**For information about UTD academic policies, including student conduct and discipline, incomplete grading policy, religious holy days, and similar matters, please visit: <http://go.utdallas.edu/syllabus-policies>**

## **COURSE CALENDAR**

We will make every effort to adhere to the calendar and schedule of activities that appears on the following pages. However, adjustments may need to be made in certain cases such as adverse weather conditions, illness of instructor, or similar events. Please be certain to check the course eLearning site regularly throughout the semester—I will post any class cancellations there as well as provide information on any necessary adjustments to the course calendar.

### **UNIT I: COMPARATIVE PERSPECTIVES ON HEALTH AND HEALTH CARE**

<b>Session</b>	<b>Date</b>	<b>Activities, Required Readings, Due Dates, Assignments, etc.</b>
<b>1</b>	<b>Tues, Jan 15</b>	<b>Introductions:</b> to course, one another, our plan for the journey ahead
<b>2</b>	<b>Thur, Jan 17</b>	<b>Topic:</b> Contemporary Health Issues in Developed Societies <b>Readings:</b> <ul style="list-style-type: none"> <li>• “Chapter 2: Global Health in Developed Societies—Examples in the United States, United Kingdom, Sweden, and Israel” (GH)</li> </ul>
<b>3</b>	<b>Tues, Jan 22</b>	<b>Topic:</b> Contemporary Health Issues in Developing Countries <b>Readings:</b> <ul style="list-style-type: none"> <li>• “Chapter 3: Developing Countries—Mexico, China, South Africa” (GH)</li> <li>• “Fact Sheet: Goal 4—Reduce Child Mortality” (eLearning)</li> <li>• “Fact Sheet: Goal 5—Improve Maternal Health” (eLearning)</li> <li>• “Fact Sheet: Goal 6—Combat HIV/AIDS, Malaria, and Other Diseases ” (eLearning)</li> </ul>
<b>4</b>	<b>Thur, Jan 24</b>	<b>Topic:</b> The Economics of Health Care <b>Readings:</b> <ul style="list-style-type: none"> <li>• “Chapter 4: Global Perspectives on Economics and Health Care” (GH)</li> </ul> <p><b>Group A: Reading response paper #1 due</b> <b>LAST 20 minutes of class—form small groups for research project</b></p>

5	Tues, Jan 29	<p><b>Topic:</b> Politics and Health Care Policy</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• “Chapter 5: Global Perspectives on Politics and Public Health Policy: The Case of Tobacco” (GH)</li> </ul> <p><b>Group B: Reading response paper #1 due</b></p>
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**UNIT II: FOUNDATIONS OF CULTURAL COMPETENCE**

6	Thur, Jan 31	<p><b>Topic:</b> “What is cultural competence?”</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• <b>Betancourt</b>, “Cultural Competence in Health Care: Emerging Frameworks and Practical Approaches,” (eLearning)</li> </ul> <p><b>Video Viewing and Discussion:</b> “Cultural Competence for Healthcare Providers”</p>
7	Tues, Feb 5	<p><b>Video Viewing and Discussion:</b> “Cultural and Linguistic Competence in Health Care” (60 minutes)—available on eLearning</p> <p><b>NOTE:</b> Dr. Jillian will be in London for this class session. Please follow instructions posted on eLearning for this video and related writing activity.</p>
8	Thur, Feb 7	<p><b>Database training with UTD research librarian</b></p> <p><b>NOTE:</b> Dr. Jillian will be in London for this class session. This training is designed to assist with the research portion of your group project, and you will have a written assignment to accompany the database activities.</p>
9	Tues, Feb 12	<p><b>Topic:</b> “The Relationship between Cultural Competence and Quality of Health Care”</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• “Cultural Competency for Health Care Providers,” (eLearning), <u>only the following sections:</u> <ul style="list-style-type: none"> <li>○ “Delivering culturally competent care,” (pp. 16-18)</li> <li>○ “Information on Specific Populations,” (pp. 24-38)</li> <li>○ “Other Special Populations,” (pp. 39-53)</li> </ul> </li> </ul> <p><b>Group A: Reading response paper #2 due</b></p>
10	Wed, Feb 14	<p><b>Topic:</b> Implementing Cultural Competence in Healthcare</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Commission on the Public’s Health System, <i>Culturally Competent Care: Some Examples of What Works</i> (eLearning)</li> </ul> <p><b>Group B: Reading response #2 due</b></p>
11	Tues, Feb 19	<p><b>Topic:</b> Applying Cultural Competence to Health Care Settings</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Cultural Competence Assessment Tools (eLearning)</li> </ul> <p><b>Hand out exam #1</b></p>

12	Thur, Feb 21	Midterm exam review (activities TBA)
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**UNIT III: Health, Poverty, and the Environment**

13	Tues, Feb 26	<p><b>Topic:</b> “Health = Wealth?”</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 16: “Global Perspectives on Environmental Health” (GH)</li> </ul>
14	Thur, Feb 28	<p><b>Topic:</b> Slum Health and Providing Health Care in an area of Extreme Poverty</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Unger and Riley, “Slum Health: From Understanding to Action” (eLearning)</li> <li>• Gulis, et al., “Health Status of the People of the Slums of Nairobi, Kenya” (eLearning)</li> </ul> <p><b>Group A: Reading response #3 due</b></p>
15	Tues, Mar 5	<p><b>Topic:</b> Health and housing</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• WHO, “Social inequalities and their influence on housing risk factors and health” (eLearning)</li> </ul> <p><b>Group B: Reading response #3 due</b></p>
16	Thur, Mar 7	<b>Video Viewing and Discussion: “The River of Waste”</b>
	Tues, Mar 12 & Thur, Mar 14	Spring Break—No Class!

**UNIT IV: Infectious Disease and HIV/AIDS**

17	Mar 19	<p><b>Topic:</b> HIV/AIDS—Global trends</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 7, “Infectious Diseases from a Global Perspective” (GH)</li> <li>• Chapter 8, “HIV/AIDS, Stigma, and Disclosure: The Need for a Human Rights Perspective” (GH)</li> </ul>

18	Thur, Mar 21	<b>Topic:</b> How culture impacts thinking about and responding to AIDS/HIV  <b>Video Viewing and Discussion:</b> “Pandemic AIDS” (start)
19	Tues, Mar 26	<b>Video Viewing and Discussion:</b> “Pandemic AIDS” (finish)

**UNIT V: Reproductive and Maternal Health Care**

20	Thur, Mar 28	<b>Topic:</b> “Global Issues in Sexual, Reproductive, and Maternal Health”  <b>Readings:</b> <ul style="list-style-type: none"> <li>• “Chapter 17: Global Health in Reproduction and Infants” (GH)</li> </ul>
21	Tues, Apr 2	<b>Topic:</b> “Midwifery”  <b>Readings:</b> <ul style="list-style-type: none"> <li>• Selections from <i>The State of the World’s Midwifery 2011: Delivering Health, Saving Lives</i>, including: <ul style="list-style-type: none"> <li>○ Foreword, Introduction, and Executive Summary (pp. ii – x)</li> <li>○ “Midwifery Around the World” (pp. 1-16)</li> <li>○ “The State of Midwifery Today” (pp. 17-30)</li> <li>○ “Moving Forward” (pp. 31-38)</li> </ul> </li> </ul> <b>Video Viewing and Discussion:</b> “Ina May Gaskin on Birth Matters: A Midwife’s Manifesta”  <b>Group A: Reading response #4 due</b>
22	Thur, Apr 4	<b>Topic:</b> Male Sexual and Reproductive Health  <b>Readings:</b> <ul style="list-style-type: none"> <li>• Selected chapters from Guttmacher Institute, “In Their Own Right: Addressing the Sexual and Reproductive Health Needs of Men Worldwide” (eLearning)</li> </ul> <b>Group B: Reading response #4 due</b>
23	Tues, Apr 9	<b>Topic:</b> “Maternal Health and Human Rights”  <b>Readings:</b> <ul style="list-style-type: none"> <li>• Selections from “No Woman, No Cry” Educational Toolkits (all available via eLearning), (all as ONE DOCUMENT on eLearning): <ul style="list-style-type: none"> <li>○ “10 Facts About Human Resources—Health Worker Shortage”</li> <li>○ “Human Resources Study Guide General”</li> <li>○ “10 Facts About Transportation and Access”</li> <li>○ “Transportation and Access Study Guide General”</li> <li>○ “10 Facts About Family Planning”</li> <li>○ “Family Planning Study Guide General”</li> <li>○ “Fast Facts and FAQs” (Fistula Foundation)</li> </ul> </li> </ul> <b>Video Viewing and Discussion:</b> “No Woman, No Cry” (selected segments)

24	Thur, Apr 11	<p><b>Topic:</b> “Obstetric Fistulas”</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• “Obstetric Fistula Study Guide General” (eLearning)</li> <li>• Wall, “Obstetric vesicovaginal fistula as an international public-health problem” (eLearning)</li> </ul> <p><b>Video Viewing and Discussion:</b> “A Long Walk to Beautiful”</p>
25	Tues, Apr 16	<p><b>Topic:</b> Culture Childbirth</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Jordan, <i>Birth in Four Cultures</i>: <ul style="list-style-type: none"> <li>○ Chapter 1, “A Biosocial Framework for the Cross-cultural Comparison of Childbirth Practices”</li> <li>○ Chapter 2, “Buscando la Forma—An Ethnography of Contemporary Maya Childbirth”</li> </ul> </li> </ul> <p><b>Group A: Reading response #5 due</b></p>
26	Thur, Apr 18	<p><b>Topic:</b> Culture and Childbirth, continued</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Jordan, <i>Birth in Four Cultures</i>: <ul style="list-style-type: none"> <li>○ Chapter 3, “The Cross-cultural Comparison of Birthing Systems—Toward a Biosocial Analysis”</li> <li>○ Chapter 5, “Birthing Systems and Change”</li> <li>○ Chapter 8, “Cosmopolitical Obstetrics: Technology and the Social Distribution of Authoritative Knowledge”</li> </ul> </li> </ul> <p><b>Group B: Reading response #5 due</b></p> <p><b>Final exam questions distributed</b></p>
	Tues, Apr 23	<b>Small group work day—presentations (meetings with instructor)</b>
28	Thur, Apr 25	<b>Student Presentations</b>
29	Tues, Apr 30	<b>Student Presentations</b>
30	Thur, May 2	<b>Student Presentations</b>
	<b>FINAL EXAM WEEK</b>	<b>Final exams are due via the assignment dropbox on the course eLearning site by midnight on Wednesday, May 8, 2013. Late exams will not be accepted.</b>