

HEALTH CARE ISSUES: GLOBAL PERSPECTIVES

Course Number: HLTH 3310, Section 001

Semester: Summer Session 2014

Day/Times: Mondays and Wednesdays, 11:00 a.m. – 1:15 p.m.

Location: HH 2.502

Professor Information

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Office Hours: During the summer session, I will regularly hold office hours on Wednesdays from 9:30 – 11:00 a.m. I can also meet with you at other times, by appointment, if you contact me in advance.

Course Description

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 readings, lectures, multi-media, and in-class activities, and through examples that highlight varying contexts (local, regional, national, and international), 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.

Our course of study will include attention to a variety of topics that include: reproductive and sexual health, HIV, health and environmental hazards, health care systems, health and human rights, grassroots health initiatives, health and the millennium development goals, and others.

Course Goals/Learning Objectives

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. Evaluate health care policies, specifically in relation to cost, implementation, and outcomes;
8. 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.
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Required Texts

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)
- ***Cultural Competence in Health Care: A Practical Guide***. Rundle, et al. Jossey-Bass Publishers, Boston, MA: 2002. (referred to as CCHC on course syllabus)
- ***Birth in Four Cultures: A Crosscultural Investigation of Childbirth in Yucatan, Holland, Sweden, and the United States***. 4th edition. By Brigitte Jordan. Waveland Press, 1992.

There will also be a variety of required course readings available via the course eLearning site. To locate these readings, find and open the “Supplemental Readings” folder and you will see the readings listed by author’s last name and/or title of the reading. (NOTE: These readings are indicated as “eLearning” on course calendar)

Assignments & Grading

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

1. **Participation (100 points)**: Active, engaged participation during our face-to-face class sessions is fundamental to your success in this course. Consequently, a significant portion of your grade is based on participation. 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. Although you do not earn points for attending class, attendance will be taken at the beginning of each class session—promptly at 11:00 a.m. If you are not present when attendance is taken, you will be marked absent and will not receive participation points for that class session. Participation points will be deducted early departures, regardless of the reason.

It is expected that students will participate consistently, actively, and thoughtfully in discussions based on careful reading of course material and careful consideration of any videos or other material presented in class. The quality of your participation will have a significant influence on your grade.

Our class meetings will include a variety of learning activities such as 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 material and ready to discuss that material.
2. **Reading response papers (8 x 20 points each = 160 points)**: In order to facilitate our discussion of course material, you will prepare FORMAL responses to assigned readings throughout the semester. Each response must meet formatting guidelines (as detailed in the course syllabus, including proper citation of sources) and be a minimum of 2 FULL pages in length (double-spaced). NOTE: responses that fail to follow formatting guidelines and/or fail to meet length requirement will be considered incomplete, unacceptable, and will receive a zero). Reading responses are due in hard copy format, at the beginning of class on the day for which they are assigned. Late papers will not be accepted under any circumstances. If you are absent on a day that a reading response paper is due, you may not submit it electronically, nor may you submit it early or submit it late.

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).
3. **Discussion Board Postings (8 x 20 points each= 160 points):** For those class sessions that are conducted online, you will complete readings and perhaps also watch a related video on your own (via a link provided on the course eLearning site). You will then respond to related questions posted on a discussion board created on the eLearning page. Each discussion board will have specific questions related to that topic as well as specific instructions for your response (length, due date, etc.).
4. **Exams (2 x 100 points each = 200 points):** You will complete two exams in this course. Each exam is worth 100 points. 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, participate fully in discussions, and take the time to study, exams will likely be an enjoyable experience for you.

You may earn up to 620 points in this course as determined by the following assignments:

- Participation (100 points)
- Reading-Response Papers (8 x 20 points each = 160 points)
- Discussion Board Postings (8 x 20 points each = 160 points)
- Exams (2 x 100 points each = 200 points)

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

Points	Grade
558 – 620	A range
496 – 557	B range
434 – 495	C range
372 – 433	D range
371 and below	F

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

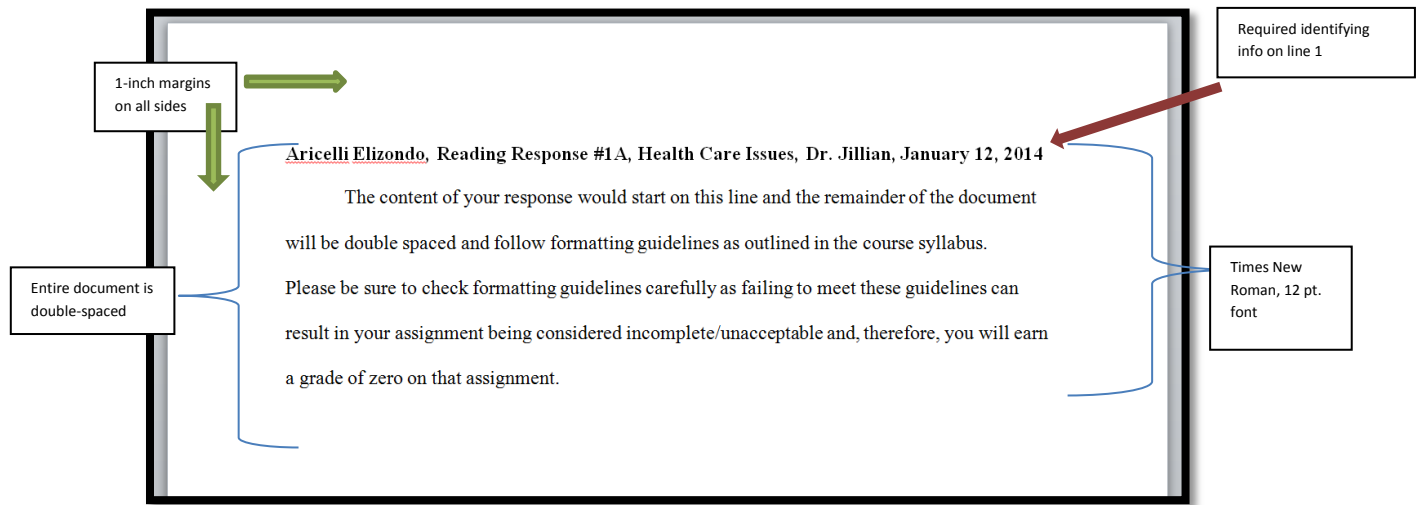
Course and Instructor Policies

Assignment Format

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

- All margins must be 1 inch.
- Font of your document must 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.
- Unless otherwise indicated, assignments must be submitted to the course eLearning site as a Word document. Do not simply cut and paste the body of the document into the “text box” on eLearning as this is not acceptable.

- The following information must be included (**in bold**) on the first line of the first page: your name, the title of the assignment, the course name and number, my name, the date submitted. The “content” of your assignment should then begin on the next line of your double-spaced document. For example:



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

Missed Classes

If you miss a class for any reason, it is your responsibility to update yourself (from your classmates!) on course activities. In other words, if you miss a class session (regardless of the reason), you are responsible for obtaining notes from classmates and finding out all changes in deadlines, schedule, assignments, and activities.

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. Of course such absences will happen only in rare and unavoidable circumstances.

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 makeup submissions will be accepted.

Extra Credit

Extra credit is not offered in this course. I do not offer “makeup” work if you miss an assignment.

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. Classroom citizenship also means that you will arrive on time and stay for the entire class session. You will take care of personal needs (restroom) prior to class so you will not have to disrupt our classroom environment by leaving and returning during the class session. Classroom citizenship also means that you will be awake, engaged, and attentive during class sessions. It also means that you will not be doing work for other classes while you are in this class—doing so is not only rude and disrespectful, it also hampers your learning as it pertains to this course.

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, e-readers, or other electronic devices 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.

Violation of Course and Instructor Policies and/or UTD Student Code of Conduct

Violation of course and instructor policies and/or the UTD Student Code of Conduct may result in your immediate exit from the classroom space. In addition, a report may be filed with the Dean of Students Office and penalties may be pursued in conjunction with UTD policies that govern student behavior. If you are unable to abide by the policies that are specific to this course, this instructor, or as they are indicated within the UTD Student Code of Conduct, you should drop this course.

For additional 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

Session	Date	Activities, Assigned Readings, and Assignments Due
1	Wednesday May 28	<p>Introductions: to course, one another, our plan for the weeks ahead</p> <p>Lecture and Discussion: An Introduction to Global Health—Global Trends in Illness, Injury, and Disease</p> <p>Handouts:</p> <ul style="list-style-type: none"> • Syllabus • Instructions for 6/2/14 online session
2	Monday June 2	<p>ONLINE SESSION</p> <p>Topic: Health in Industrialized vs. Developing Nations</p> <p>Readings:</p> <ul style="list-style-type: none"> • Holtz, “Chapter 2: Global Health in Developed Societies—Examples in the United States, Sweden, Japan, and the UK” (GH) • Holtz, “Chapter 3: Developing Countries—Egypt, China, India, and South Africa” (GH) <p>Due: Online discussion board #1</p>

	Wednesday June 4	<p>Topic: Ethics in Health Care</p> <p>Readings:</p> <ul style="list-style-type: none"> • “Chapter 6: Ethics of End-of-Life Care from a Global Perspective” (GH) • Vibe, et al., “Ethics and Holistic Healthcare Practice” (eLearning) <p>Handouts:</p> <ul style="list-style-type: none"> • Ethics case studies and URLs for video links during in-class activities • Hippocratic oath • Instructions for 6/9/14 online session <p>Due: Reading response paper #1</p>
4	Monday June 9	<p>ONLINE SESSION</p> <p>Topic: Complementary and Alternative Practices</p> <p>Readings:</p> <ul style="list-style-type: none"> • “Chapter 9: Global Use of Complementary And Alternative Medicine and Treatments” (GH) <p>Video Viewing: “Critical Eye: Alternative Medicine” (online)</p> <p>Due: Online discussion board #2</p>
5	Wednesday June 11	<p>Topic: What is Culture? How does culture impact our worldview and our practice? Cultural diversity and healthcare practices</p> <p>Readings (all in CCHC):</p> <ul style="list-style-type: none"> • “Chapter 10: Religions” • “Africa” (including Cape Verde, Eritrea, Ethiopia, Nigeria, and Somalia) • “Asia” (including Cambodia, China, India, Japan, and Vietnam) • “Central America and the Caribbean” (including Central America and Mexico, Dominican Republic, Haiti) <p>Video Viewing and Discussion: “Babies”</p> <p>Handouts:</p> <ul style="list-style-type: none"> • Discussion points for “Babies” documentary • Instructions for 6/16/14 online session <p>Due: Reading response paper #2</p>
6	Monday June 16	<p>ONLINE SESSION</p> <p>Topic: Cultural diversity and healthcare practices</p> <p>Readings:</p> <ul style="list-style-type: none"> • “Europe” (including Greece, Gypsies, Portugal, and Russia) • “The Middle East” (including Saudi Arabia) • “South America” (including Brazil) • “North America” (including African-American, Native American, and Puerto Rico) <p>Due: Online discussion board #3</p>

7	Wednesday June 18	<p>Topic: What is cultural competence?</p> <p>Readings:</p> <ul style="list-style-type: none"> • Betancourt, “Cultural Competence in Health Care: Emerging Frameworks and Practical Approaches,” (eLearning) • “Chapter 11: Utilizing Resources to Better Serve Multicultural Patients” (in CCHC) <p>Video Viewing and Discussion:</p> <ul style="list-style-type: none"> • “Cultural Competence for Healthcare Providers” <p>Handouts:</p> <ul style="list-style-type: none"> • Instructions for 6/23/14 online session <p>Due: Reading response paper #3</p>
8	Monday June 23	<p>ONLINE SESSION</p> <p>Readings:</p> <ul style="list-style-type: none"> • Commission on the Public’s Health System, <i>Culturally Competent Care: Some Examples of What Works</i> (eLearning) • “Cultural Competence Assessment Tools” (eLearning) <p>Video Viewing: “Cultural Competence and Quality of Care”</p> <p>Due: Online discussion board #4</p>
9	Wednesday June 25	<p>Topic: Applying principles of cultural competence to health care case studies</p> <p>Handouts:</p> <ul style="list-style-type: none"> • Cultural competence case studies • Exam #1 review/instructions & practice test (in class)
10	Monday June 30	<p>Exam: Cultural Traditions (in class) and Cultural Competence Case Studies (take home)</p>
11	Wednesday July 2	<p>Topic: Infectious diseases, part I: HIV</p> <p>Readings:</p> <ul style="list-style-type: none"> • “Chapter 8, “HIV/AIDS, Stigma, and Disclosure”(GH) • Fact Sheet, Millennium Development Goal #6: HIV, Malaria, and Other Infectious Diseases (eLearning) • Kaiser Foundation, “Fact Sheet: The Global HIV/AIDS Epidemic” (eLearning) <p>Video Viewing and Discussion: <i>Pandemic AIDS</i></p> <p>Handouts:</p> <ul style="list-style-type: none"> • Discussion questions for <i>Pandemic AIDS</i> • Instructions for 7/7/14 online session <p>Due: Reading Response paper #4</p>

12	Monday July 7	<p>ONLINE SESSION</p> <p>Topic: Infectious diseases, Part II: Global Perspectives on Infectious Disease</p> <p>Readings:</p> <ul style="list-style-type: none"> • Chapter 7, “Infectious Diseases from a Global Perspective” (GH) • US Dept of Health and Human Services, “Guinea Worm Wrap-Up #226) (eLearning) <p>Video Viewing and Discussion: “The Guinea Worm Eradication Project”</p> <p>Due: Online discussion board #5</p>
13	Wednesday July 9	<p>Topic: Health, Poverty, and the Environment</p> <p>Readings:</p> <ul style="list-style-type: none"> • “Chapter 14: Global Perspectives on Nutrition” (GH) • “Chapter 16: Global Perspectives on Environmental Health” (GH) <p>Handouts:</p> <ul style="list-style-type: none"> • “Maternal and Child Nutrition Fact Sheet” • “Fact Sheet: Empowering Women in Agriculture” • Instructions for 7/14/14 online discussion <p>Due: Reading response paper #5</p>
14	Monday July 14	<p>ONLINE SESSION</p> <p>Topic: Obesity and its Impact on Health</p> <p>Readings:</p> <ul style="list-style-type: none"> • Caballero, “The Global Epidemic of Obesity: An Overview” (eLearning) • Kelly, et al., “Global Burden of Obesity in 2005 and Projections to 2030” (eLearning) • Wang, et al., “Will All Americans Become Obese?” (eLearning) • Frank, et al., “Childhood Obesity, Other Cardiovascular Risk Factors, and Premature Death” (eLearning) • Website for <u>Let’s Move</u> (www.letsmove.gov) <p>Due: Online discussion board #6</p>
15	Wednesday July 16	<p>Topic: The Global Crisis in Maternal Health</p> <p>Readings:</p> <ul style="list-style-type: none"> • “Chapter 17: Global Health in Reproduction and Infants” (in GH) • Selections from “No Woman, No Cry” Educational Toolkits (all available via eLearning), (all as ONE DOCUMENT on eLearning): <ul style="list-style-type: none"> ○ “10 Facts About the Health Care Worker Shortage” ○ “The Health Care Worker Shortage” ○ “10 Facts About Transportation and Access to Care” ○ “Effective Access to Care” ○ “Family Planning: 10 Facts You Should Know” ○ “Family Planning” <p>Video Viewing and Discussion: “No Woman, No Cry”</p> <p>Due: Reading response paper #6</p>

16	Monday July 21	<p>Topic: Obstetric Fistulas</p> <p>Readings:</p> <ul style="list-style-type: none"> • Every Mother Counts, “Obstetric Fistula” (eLearning) • Wall, “Obstetric vesicovaginal fistula as an international public-health problem” (eLearning) • UNFPA, “When Birth Harms: Obstetric Fistula” (eLearning) <p>Video Viewing and Discussion: “A Walk to Beautiful”</p> <p>Due: Online discussion board #7</p>
17	Wednesday July 23	<p>Topic: Men’s Sexual and Reproductive Health</p> <p>Readings:</p> <ul style="list-style-type: none"> • The Guttmacher Institute, “In Their Own Right: Addressing the Sexual and Reproductive Health Needs of Men Worldwide” (eLearning) • Latini, et al., “Psychological Impact of Erectile Dysfunction” (eLearning) • Heineman, et al., “Attitudes Toward Male Fertility Control” (eLearning) <p>Video Viewing and Discussion: “Engender Men’s Health: Know Your Status”</p> <p>Due: Reading response paper #7</p>
18	Monday July 28	<p>Topic: Midwifery</p> <p>Readings:</p> <ul style="list-style-type: none"> • Selections from <i>The State of the World’s Midwifery 2011: Delivering Health, Saving Lives</i>, including: (eLearning) <ul style="list-style-type: none"> ○ Foreword, Introduction, and Executive Summary (pp. ii – x) ○ “Midwifery Around the World” (pp. 1-16) ○ “The State of Midwifery Today” (pp. 17-30) ○ “Moving Forward” (pp. 31-38) • Gaskin, “Brief Look at the History of Midwives and Medical Men” (eLearning) <p>Video Viewing and Discussion: “Ina May Gaskin on Birth Matters”</p> <p>Due: Online discussion board #8</p>
19	Wednesday July 30	<p>Topic: Culture and Childbirth Practices, Part I</p> <p>Readings:</p> <ul style="list-style-type: none"> • Jordan, <i>Birth in Four Cultures</i>: <ul style="list-style-type: none"> ○ Chapter 1, “A Biosocial Framework for the Cross-cultural Comparison of Childbirth Practices” ○ Chapter 2, “Buscando la Forma—An Ethnography of Contemporary Maya Childbirth” <p>Video Viewing and Discussion: TBA</p> <p>Due: Reading response paper #8</p>

20	Monday August 4	<p>Topic: Culture and Childbirth Practices, Part II</p> <p>Readings:</p> <ul style="list-style-type: none"> • Jordan, <i>Birth in Four Cultures</i>: <ul style="list-style-type: none"> ○ Chapter 3, “The Cross-cultural Comparison of Birthing Systems—Toward a Biosocial Analysis” ○ Chapter 5, “Birthing Systems and Change” ○ Chapter 8, “Cosmopolitical Obstetrics: Technology and the Social Distribution of Authoritative Knowledge”
21	Wednesday August 6	Due: Final exam