

# HEALTH CARE ISSUES: GLOBAL PERSPECTIVES

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**Course Number:** HLTH 3310

**Semester:** Fall 2016

**Day/Times:** Tuesdays & Thursdays, 1:00 – 2:15 p.m.

**Location:** HH 2.502

## Professor Information

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Dr. Jillian M. Duquaine-Watson

**Office:** Hoblitzelle Hall 2.122

**Email:** [jillian.duquaine-watson@utdallas.edu](mailto:jillian.duquaine-watson@utdallas.edu)

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

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

- Tuesdays & Thursdays, 10:30 – 11:30 a.m. and 2:30 – 3:30 p.m.
- I am also available to meet with you by appointment.
- If you need to meet with me (regardless of whether it is during scheduled office hours or at another time), please make an appointment—this helps you avoid waiting while I am meeting with other students or colleagues and enables me to devote appropriate time to your questions and needs. Appointments can be made via email (use address above).

## Comet Creed

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As a UTD student, you are bound by the Comet Creed:

As a Comet, I pledge honesty, integrity, and service in all I do.

## 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 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, complementary and alternative treatments, health and development, and others.

## 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, at Stanza Books, and at Off-Campus Books:

- *Global Health 101* by Richard Skolnik. 3rd ed. Jones & Bartlett, 2015. (noted as “GH 101” in course calendar) (NOTE: earlier versions of this book are NOT acceptable!)
- *Cultural Competence in Health Care: A Practical Guide*. Rundle, et al. Jossey-Bass Publishers, Boston, MA: 2002. (noted as CCHC in course calendar)

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

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

1. **Participation (100 points):** Active, engaged participation 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 simply for attending class, attendance will be taken at the beginning of each class session—promptly at 1:00 p.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 Quizzes (5 x 20 points each= 100 points):** On SIX occasions during the semester, we will have an unannounced quiz that focuses on the assigned readings. If you have read the assigned material thoroughly and taken the time to understand it and think about it critically, you should find the quizzes to be fairly straightforward. Your top FIVE quiz grades will count toward your semester total and your lowest quiz grade will be “dropped.” If you are absent on a date that a quiz is given or if you show up to class after a quiz has already been distributed, you will receive a ZERO on the quiz.
3. **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.

4. **Team Research Project and Presentation (200 points):** Working together with your peers, you will respond to a health care scenario in a specific global context. The project will require that all members of your team engage in research using the library databases and requires that all team members help create and present a formal response to the scenario that has been assigned to them. The presentation will provide your team with an opportunity to apply what you've learned throughout the semester, specifically as health, illness, and well-being are impacted by various dimensions of culture (beliefs, ideals, values) as well as by poverty, environmental factors, health systems, and knowledge, to name only a few. Specifics about this assignment will be distributed in shortly after midterm-time and presentations will take place at the end of the semester.

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

- Participation (100 points)
- Reading Quizzes (5 x 20 points each = 100 points)
- Exams (2 x 100 points each = 200 points)
- Team Research Project and Presentation (200 points)

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

Points	Grade
540 – 600	A range
480 – 539	B range
420 – 379	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.

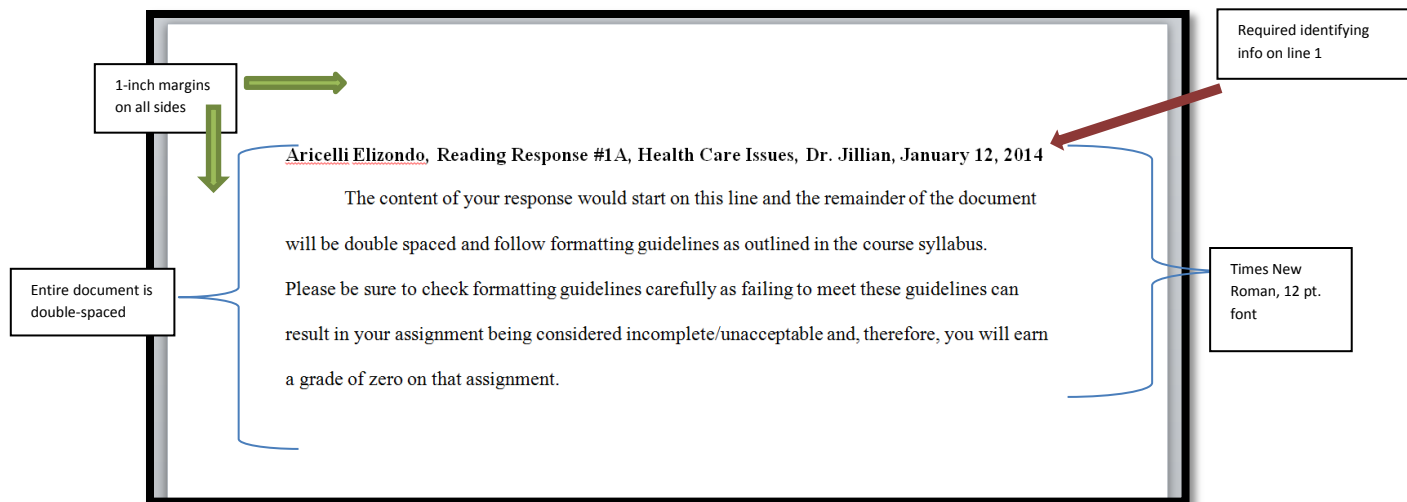
## Course and Instructor Policies

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### Assignment Format

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

- 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. If you are absent on a date that an assignment is due or when a text or quiz is given, no make-up opportunities will be provided.

### **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. It also means you will NOT be using your cell phone for any reason during our class sessions.

### **Technology Requirements**

This 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.

### Learning Agreement

All students will be required to read, sign, and submit a "Learning Agreement." This contract details expectations as they relate to student behavior and policies in this course. **Any student who does not submit this contract in hard copy at the beginning of class on Tuesday, August 30, 2016, will receive a final grade of "F" in the course, regardless of their performance on graded assignments.**

### 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.

## University Policies & Procedures

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### Sharing Confidential Information

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.

### Technical Support

If you experience any issues with your UT Dallas account, contact the UT Dallas Office of Information Technology Help Desk: [assist@utdallas.edu](mailto:assist@utdallas.edu) or call 972-883-2911.

UT Dallas provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Helpdesk: <http://www.utdallas.edu/elearning/eLearningHelpdesk.html>.

### Field Trip Policies, Off-Campus Instruction and Course Activities

Off-campus, out-of-state, foreign instruction/travel, and course-related field trip activities are subject to state law and University policies and procedures regarding travel and risk-related activities.

Detailed information regarding this policy, in accordance to *Texas Education Code*, Section 51.950, can be accessed at the UT Dallas Policy Navigator, <http://policy.utdallas.edu/utdbp3023>, and at <http://www.utdallas.edu/administration/insurance/travel>. Additional information is available from the office of the school dean.

### Student Conduct and Discipline

The University of Texas System (Regents' Rule 50101) and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UT Dallas online catalogs (<http://catalog.utdallas.edu>).

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Student Code of Conduct, UTDSP5003 (<http://policy.utdallas.edu/utdsp5003>). Copies of these rules and regulations are available to students in the Office of Community Standards and Conduct, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972-883-6391) and online at <https://www.utdallas.edu/conduct/>.

A student at the University neither loses their rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating its standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

### Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

**Academic Dishonesty:** Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes plagiarism, cheating, fabrication, and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: <https://www.utdallas.edu/conduct/dishonesty/>.

### Copyright Notice

It is the policy of the University of Texas at Dallas to adhere to the requirements of the United States Copyright Law of 1976, as amended, (*Title 17, United States Code*), including ensuring that the restrictions that apply to the reproduction of software are adhered to and that the bounds of copying permissible under the fair use doctrine are not exceeded. Copying, displaying, reproducing, or distributing copyrighted material may infringe upon the copyright owner's rights. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to appropriate disciplinary action as well as civil and criminal penalties. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. For more information about the fair use exemption, see <http://copyright.lib.utexas.edu/copypol2.html>. As a UT Dallas student, you are required to follow UT Dallas' copyright policy (UTDPP1043 at <http://policy.utdallas.edu/utdpp1043>) and the UT System's policy, UTS107 at <http://www.utsystem.edu/board-of-regents/policy-library/policies/uts107-use-copyrighted-materials>.

### Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual's corresponding via email and the security of the transmitted information. The University of Texas at Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Office of Information Technology provides a method for students to have their UT Dallas mail forwarded to other email accounts. To activate a student UT Dallas computer account and forward email to another account, go to <http://netid.utdallas.edu>.

### Class Attendance

Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. Absences may lower a student's grade where class attendance and class participation are deemed essential by the instructor. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes.

### Withdrawal from Class

The administration at UT Dallas has established deadlines for withdrawal from any course. These dates and times are published in the Comet Calendar (<http://www.utdallas.edu/calendar>) and in the Academic Calendar (<http://www.utdallas.edu/academiccalendar>). It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or other instructor cannot drop or withdraw any student unless there is an administrative drop such as the following:

- Have not met the prerequisites for a specific course
- Have not satisfied the academic probationary requirements resulting in suspension
- Office of Community Standards and Conduct request
- Have not made appropriate tuition and fee payments
- Enrollment is in violation of academic policy
- Was not admitted for the term in which they registered

It is the student's responsibility to complete and submit the appropriate forms to the Registrar's Office and ensure that he or she will not receive a final grade of "F" in a course if he or she chooses not to attend the class after being enrolled.

### Student Grievance Procedures

Procedures for student grievances are found in university policy UTDSP5005 (<http://policy.utdallas.edu/utdsp5005>). In attempting to resolve any student grievance regarding disputes over grades, application of degree plan, graduation/degree program requirements, and thesis/and dissertation committee, adviser actions and/or decisions, evaluations, and/or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originated.

### Incomplete Grade Policy

As per university policy, incomplete grades may be given, at the discretion of the instructor of record for a course, when a student has completed at least 70% of the required course material but cannot complete all requirements by the end of the semester. An incomplete course grade (grade of 'I') must be completed within the time period specified by the instructor, not to exceed eight (8) weeks from the first day of the subsequent long semester. Upon completion of the required work, the symbol 'I' may be converted into a letter grade (A through F). If the grade of Incomplete is not removed by the end of the specified period, it will automatically be changed to F.

### AccessAbility Services

It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with your professor and allow one week advance notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact OSA for a confidential discussion. OSA is located in the Student Services Building, SSB 3.200. They can be reached by phone at 972-883-2098, or by email at [studentaccess@utdallas.edu](mailto:studentaccess@utdallas.edu).

### Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities, including examinations and travel time for the observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, of the *Texas Tax Code*.

Students are encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment.

Excused students will be allowed to take missed exams or complete assignments within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the President of UT Dallas or from the President's designee. The chief executive officer or designee must take into account the legislative intent of *Texas Education Code* 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

### Resources to Help You Succeed

The Office of Student Success operates the Student Success Center (SSC, <http://www.utdallas.edu/studentsuccess>), which offers assistance to students in the areas of writing, mathematics, communication, multiple science fields, reading, study skills, and other academic disciplines. These services are available through individual and small group appointments, workshops, short courses, and a variety of online and instructional technologies. All students enrolled at UT Dallas are eligible for these services.

The **Math Lab** gives short-term and semester long support for a variety of introductory and advanced mathematics courses. Students may drop in to visit with a math tutor on a regular basis. Comet card is required.



The **Writing Center** offers a collaborative learning environment for one-to-one and small group assistance with general and advanced writing assignments and overall writing skills. Scheduling an appointment is strongly recommended, but walk in appointments are possible if a tutor is available.

The **Peer Tutoring** program offers free tutoring assistance in multiple locations for many of the historically challenging undergraduate subjects at UT Dallas. Tutoring sessions, offered every weekday on a drop-in basis, are one-on-one or in a small group format. The sessions are designed to meet students' individual questions and needs related to course/subject concepts. All peer tutors are current UT Dallas students who made an A- or better in the course and have a strong faculty/staff recommendation. Students should check the Student Success Center website each semester for subject offerings and session times.

The **Peer-Led Team Learning (PLTL)** program provides an active, engaged learning experience for students who meet in small groups once a week with a Peer Leader who helps guide them through a potentially difficult gateway course. Students that attend sessions regularly typically earn a half to a whole letter grade higher than students that do not participate in the PLTL program.

**Supplemental Instruction (SI)** provides free, peer-facilitated weekly study sessions for students taking historically difficult courses. SI sessions encourage active, collaborative learning based on critical thinking and transferable study skills. SI leaders attend lectures, take notes, and read assigned material just like the enrolled students. Students should check the SSC website for subject and session times.

The **Communication Lab (CommLab)** offers one-on-one and group consultations where you will gain practical feedback for improving oral and group presentations.

**Success Coaches** are available for individual student appointments to discuss study skills, time management, note taking, test taking and preparation, and other success strategies.

The Student Success Center's main office is located in the McDermott Library Building and can be contacted by calling 972-883-6707 or by sending an email to [ssc@utdallas.edu](mailto:ssc@utdallas.edu).

*Content of this document was last modified by the Provost's Office, 2016-07-20*

*Webpage updated by the Provost's Technology Group, 2016-08-02*

**For information about UTD academic policies, including student conduct and discipline, incomplete grading policy, 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, university closings, 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.

Session	Date	Activities, Required Readings, Due Dates, Assignments, etc.
		<b>I: FOUNDATIONS OF GLOBAL HEALTH &amp; CULTURAL COMPETENCE</b>
<b>1</b>	Tues, Aug 23	Introductions: to course, one another, our plan for the journey ahead Handouts: Syllabus, Learning Agreement
<b>2</b>	<b>Thurs, Aug. 25</b>	<b>Topic:</b> An Introduction to Global Health <b>Readings:</b> <ul style="list-style-type: none"> <li>• “Chapter 1: Principles and Goals of Global Health” (GH 101)</li> <li>• “Chapter 2: Health Determinants, Measurements, &amp; Trends” (GH 101)</li> </ul>
<b>3</b>	<b>Tues, Aug 30</b>	<b>Topic:</b> Connecting Health, Poverty, Human Rights, & Ethics <b>Readings:</b> <ul style="list-style-type: none"> <li>• “Chapter 3: Health, Education, Poverty, &amp; the Economy” (GH 101)</li> <li>• “Chapter 4: Ethical and Human Rights Concerns in Global Health” (GH 101)</li> </ul> <b>DUE: Completed Learning Agreement (hard copy, at beginning of class)</b>
<b>4</b>	<b>Thurs, Sept 1</b>	<b>Topic:</b> The Connection between Culture and Health <b>Readings:</b> <ul style="list-style-type: none"> <li>• “Chapter 5: An Introduction to Health Systems” (GH 101)</li> <li>• “Chapter 6: Culture and Health” (GH 101)</li> </ul>
<b>5</b>	<b>Tues, Sept 6</b>	<b>Topic: What is Cultural Competence? (part I)</b> <b>Readings:</b> <ul style="list-style-type: none"> <li>• Betancourt, “Cultural Competence in Health Care: Emerging Frameworks and Practical Approaches,” (eLearning)</li> </ul> <b>In-Class Video Viewing and Discussion:</b> <ul style="list-style-type: none"> <li>• “Cultural Competence for Healthcare Providers”</li> <li>• “How I Got Over: The Journey to Cultural Competence”</li> </ul>
<b>6</b>	<b>Thurs, Sept 8</b>	<b>Topic:</b> What is Culture? How does it impact our worldview & our practices? <b>Video Viewing and Discussion:</b> “Babies” (watch on your own; link available via announcement on course eLearning page)

7	Tues, Sept 13	<p><b>Topic: Religion as a Central Aspect of Cultures</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• “Chapter 10: Religions” (in CCHC)</li> </ul> <p><b>In-Class Activity:</b> “Cultural Traditions: Religions”</p> <p><b>Discussion of “Babies” Documentary (follow-up)</b></p>
8	Thurs, Sept 15	<p><b>Topic: Cultural Competence—Theoretical Models</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• “Chapter 6: Health Education Theoretical Models and Multicultural Populations” (eLearning)</li> <li>• “Bennett Model of Cultural Competency” (eLearning)</li> <li>• Campinha-Bacote, “The Process of Cultural Competence in the Delivery of Health Care” (eLearning)</li> </ul>
9	Tues, Sept 20	<p><b>Topic: Implementing and Assessing Cultural Competence in Health Care</b></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> <li>• “Cultural Competence Assessment Tools” (eLearning)</li> </ul>
10	Thurs, Sept 22	<b>Exam #1 Review (activities TBA)</b>
11	Tues, Sept 27	<b>Exam #1: Key Concepts in Global Health and Cultural Competence</b>
		<b>II: CULTURAL PERSPECTIVES ON HEALTH &amp; HEALTH CARE</b>
12	Thurs, Sept 29	<p><b>Topic: What is Culture? How does culture impact our worldview and our practice? Cultural diversity and healthcare practices (continued)</b></p> <p><b>Readings (all in CCHC):</b></p> <ul style="list-style-type: none"> <li>• “Africa” (including Cape Verde, Eritrea, Ethiopia, Nigeria, and Somalia)</li> <li>• “Asia” (including Cambodia, China, India, Japan, and Vietnam)</li> <li>• “Central America and the Caribbean” (including Central America and Mexico, Dominican Republic, Haiti)</li> </ul> <p><b>In Class “Cultural Traditions Practice Exam 2A”</b></p>
13	Tues, Oct 4	<p><b>Topic: Applying Cultural Competence to Health Care Settings</b></p> <p><b>Readings: (all in CCHC)</b></p> <ul style="list-style-type: none"> <li>• “Europe” (including Greece, Gypsies, Portugal, and Russia)</li> <li>• “The Middle East” (including Saudi Arabia)</li> <li>• “South America” (including Brazil)</li> <li>• “North America” (including African-American, Native American, and Puerto Rico)</li> </ul> <p><b>In-Class Activity:</b> In small groups, respond to various healthcare situations, applying a cultural competence framework</p>

14	Thurs, Oct 6	<b>Exam #2, Part I: Cultural Traditions</b>
15	Tues, Oct 11	<b>Exam #2, Part II: Applying Cultural Competence to Case Studies</b>
		<b>III: THE RELATIONSHIP BETWEEN HEALTH &amp; THE ENVIRONMENT</b>
16	Thurs, Oct 13	<p><b>Topic:</b> Environmental Health &amp; Human Health</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• “Chapter 7: The Environment &amp; Health” (GH 101)</li> </ul> <p><b>HAND OUT GENERAL GUIDELINES FOR PRESENTATION</b></p>
17	Tues, Oct 18	<p><b>Topic:</b> Health Issues in areas 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>Video Viewing:</b> TBA (link posted on eLearning)</p>
18	Thurs, Oct 20	<p><b>Topic:</b> Medicinal Plants and Human Health</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Palada, “Medicinal and Aromatic Plants in Agroforestry Systems” (eLearning)</li> <li>• Newman, “Earth’s Vanishing Medicine Cabinet” (eLearning)</li> </ul> <p><b>Video Viewing and Discussion:</b> TBA</p>
		<b>IV: REPRODUCTIVE &amp; SEXUAL HEALTH</b>
19	Tues, Oct 25	<p><b>Topic:</b> Women’s Health &amp; Maternal Health, Part I</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 9, “Women’s Health” (GH 101)</li> <li>• Jordan, Chapter 2, “Buscando la Forma—An Ethnography of Contemporary Maya Childbirth” (eLearning)</li> </ul>
20	Thurs, Oct 27	<p><b>Topic:</b> “Maternal Health and Human Rights, Part II”</p> <p><b>Readings:</b></p> <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 the Health Care Worker Shortage”</li> <li>○ “The Health Care Worker Shortage”</li> <li>○ “10 Facts About Transportation and Access to Care”</li> <li>○ “Effective Access to Care”</li> <li>○ “Family Planning: 10 Facts You Should Know”</li> <li>○ “Family Planning”</li> </ul> </li> </ul> <p><b>Video Viewing and Discussion:</b> “No Woman, No Cry”</p>

21	<b>Tues, Nov 1</b>	<p><b>Topic:</b> “Obstetric Fistulas”</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Every Mother Counts, “Obstetric Fistula” (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>
22	<b>Thurs, Nov 3</b>	<p><b>Topic:</b> Male Sexual and Reproductive Health</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• The Guttmacher Institute, “In Their Own Right: Addressing the Sexual and Reproductive Health Needs of Men Worldwide” (eLearning)</li> </ul> <p><b>Video Viewing and Discussion:</b> “Engender Men’s Health: Know Your Status” and commercials on erectile dysfunction</p> <p><b>HANDOUT SPECIFIC SCENARIOS FOR FINAL PRESENTATIONS</b></p>
23	<b>Tues, Nov 8</b>	<p><b>Topic:</b> Infectious/Communicable Diseases and HIV/AIDS in Global Contexts</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Fact Sheet, Millennium Development Goal #6: HIV, Malaria, and Other Infectious Diseases (eLearning)</li> <li>• Kaiser Foundation, “Fact Sheet: The Global HIV/AIDS Epidemic” (eLearning)</li> </ul> <p><b>Video Viewing and Discussion: Pandemic AIDS (start)</b></p>
24	<b>Thurs, Nov 10</b>	<p><b>Topic:</b> HIV in Global Contexts (continued)</p> <p><b>Video Viewing and Discussion:</b> “Pandemic AIDS” (finish)</p>
25	<b>Tues, Nov 15</b>	<b>TEAM WORK DAY (for research project and presentation)</b>
26	<b>Thurs, Nov 17</b>	<b>TEAM WORK DAY (for research project and presentation)</b>
	<b>Tues, Nov 22 &amp; Thurs, Nov 24</b>	No Class—Fall Holiday/Thanksgiving/University Closed
27	<b>Tues, Nov 29</b>	<b>TEAM PRESENTATIONS</b>
28	<b>Thurs, Dec 1</b>	<b>TEAM PRESENTATIONS</b>
29	<b>Tues, Dec 6</b>	<b>TEAM PRESENTATIONS</b>