DESCRIPTION:
This course focuses on health-related issues confronting South Africa as well as their social and economic impacts. The course also focuses on the main components of the South African health care system and its transformation. Attention is paid to global and international health systems, and trends in health care (high tech medicine and primary health care). Particular attention is paid to HIV and AIDS, TB, chronic, non-communicable diseases and infectious diseases, as well as their prevention, treatment and health promotion. The course includes service-learning and exposure to a variety of healthcare environments as well as complementary and traditional medicine and its contributions to healthcare delivery in South Africa. Students will conduct research in consultation with their service learning placement to produce a report that meets their identified and required needs.

CREDITS: 3

CONTACT HOURS: 24 Contact Hours; 60 Service Learning Hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:
- Lectures & presentations
- Facilitated class discussions and exercises
- Student presentations
- Guest lectures (practitioners)
- Course-related trips

REQUIRED WORK AND FORM OF ASSESSMENT:
- Reaction Paper – 10%
- Mid-Term Exam – 25%
- Blog Assignment – 15%
- Research Report – 40%
- Symposium – 10%

Course Participation
Participation in all class discussions/debates and attendance for all Course Related Trips is mandatory. Students are expected to prepare for each class by doing the necessary reading and reflection, in addition to regularly checking notices on the Moodle website. All assignments must be submitted on the Moodle platform and with a completed Plagiarism Declaration.

The University of Cape Town late assignment policy will apply and is as follows: All Assignments late by one day will receive a 5% penalty. For every day late thereafter 2% will be deducted and no assignments will be accepted later than 6 days after the deadline (this includes weekends).

PLEASE NOTE: students are expected to prepare and read ALL the prescribed readings listed below in the content chart in preparation for each class session. Additional readings from the reference list of the prescribed readings is also encouraged.

REACTION PAPER

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Two pages (550-700 words). Each student will submit a reaction paper in response to an assigned academic article/research paper. Students are expected to provide a critical analysis and overview of the material read. They are also expected to provide their own personal response/critique of the article/research paper with respect to whether they agree with the study done, the findings presented and possible recommendations that they would offer for similar studies in the future.

Midterm Exam
This will be a closed book examination and students will be tested on selected content covered in the course. Structured short and long answer questions will be set so that students can demonstrate their understanding and application of theories, concepts and approaches to practical situations and/or case studies, by drawing from their experiential learning. They will be examined on content covered in the course to date. The exam will be 1.5 hours.

Blog Assignment
Students will be paired up during the 1st session of the course. Each pair will be allowed to choose a topic as it relates to health and community development in South Africa and their assigned service learning sites. They will be expected to provide an interactive blog with pictures, video clips and relevant information that will educate the reader (lecturer and a group assigned to comment) on elements of their chosen topic. The written part of the blog will be limited to 300 – 500 words. However, carte blanche will be given on how the rest of blog will be presented.

The blog will be set up by the groups using www.blogger.com which allows for registration using a Gmail account, with instructions being provided during the 1st session of the course. Access to the blogs will be shared before or on the assignment due date with the lecturer and the rest of the class to allow for comments and grading respectively. Students will be given 3 days from the due date to comment on each other’s’ blogs. Students are expected to equally share the workload on this assignment, as one grade will be given and they will be graded according to the creativity, content, technical expertise (lay out) and comments received on their blogs.

Research Report
The research report will be a desktop-based research project done in consultation with the service learning sites that students have been assigned to. Students will be required to investigate if there are any desk based / issues based / project based research that their assigned sites may have in order to improve their offerings or functionality within health and community development. Through this investigation, students need to produce a final report that will meet the identified and stated requirements of the organization. In producing this report, students must consider elements of health and community development in the South African context.

Students will be working individually on this paper, and are expected to outline the (1) Theoretical background of the research (2) Objectives of the research (3) Methodology used (4) Results of the research (5) Conclusions and recommendations of the research. In the event there are no research projects at the assigned service learning sites, students will be required to develop and devise a research question that identifies and addresses an issue that impacts on service delivery of community healthcare in South Africa. They will need to do an academic desktop-based research project that attempts to answer their research question.

The research report will outline the (1) Theoretical background of the research (2) Objectives of the research (3) Methodology used (4) Results of the research (5) Conclusions and recommendations of the research.

Students are encouraged to consult with the lecturer throughout the research process. The consultations with the lecturer enables each research project to be tracked, and completed on time.

Final Research Report (A maximum of 4,700 words - 15 pages) (Font – Times New Roman 12; 1.5 line spacing) should be structured using the following subheadings:

i. Introduction: (background to the topic as well as context, preliminary literature review and rationale for the study)
ii. Research Question and objectives: (the identified need / problem that they are trying to assist in resolving and the reasons why)
iii. Methodology: (the exact methods used in the research)
iv. Results: (findings of the study and the discussion thereof)
v. Summary: (conclusions and recommendations that they feel the organization should consider in addressing the identified need / problem)
vi. Reference list

Symposium
The symposium presents an opportunity for all IES Abroad students to come together to learn about each other’s research. Each student will get a maximum of 10 minutes to do a short power point presentation. Thereafter, 5 minutes will be allocated per student for a question and answer session on what was presented.

The same format of the research paper as described above can be used as a guideline to structure the presentation. In addition, the following will also be taken into consideration including: presentation style, responding to questions, body language and appearance, eye contact with audience and audibility.

Credit will be given to students who present their work holistically using literature, developing an academic argument and with innovation.

LEARNING OUTCOMES:
By the end of the course students will be able to:
- Articulate links between health, inequality & poverty, and socio-economic determinants of health.
- Express links between HIV & AIDS, TB, chronic, non-communicable and infectious diseases, and related healthcare issues and how it impacts on the current healthcare system.
- Evaluate the policy landscape framing healthcare delivery in South Africa with particular reference to the district health system.
- Identify the challenges in ensuring effective health care delivery and their impact on social and economic wellbeing in South Africa.
- Analyze the historical evolution and transformation of the South African Health system from a fragmented, racist, and disempowering to a developmental, participatory, and inclusive system.
- Examine development in South Africa using the lens of poverty, disease, and lack of access.

ATTENDANCE POLICY:
Attendance is mandatory for all IES classes, including all course related trips. Excused absences are permitted in the cases of documented illness, a family emergency or when class is held on a recognized religious holiday traditionally observed by a student. In this case, an IES Abroad Excused Absence Form and supporting documents must be submitted to the Academic Manager at least 24 hours before the class. For illness, the Excused Absence Form must be submitted to the Academic Manager within 24 hours after class with the doctor’s note.

More than two unexcused absences will result in two percentage points (2%) being deducted from the final grade for every additional unexcused absence thereafter.

Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical emergencies or family emergencies. If a test is missed during an unexcused absence, they cannot be made up. It is the student’s responsibility to contact the lecturer and request information on the missed class as well as any relevant reading or homework information.

CONTENT:

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assignments and Readings</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Week</th>
<th>Session 1:</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Administration and support.</td>
<td>• Wallerstein, N., &amp; Duran, B. (2010). Community-based participatory research contributions to intervention research: the intersection of science and practice to improve health equity. <em>American Journal of Public Health, 100</em>(S1), S40-S46. (7 pgs)</td>
</tr>
<tr>
<td></td>
<td>Introduction to research.</td>
<td><strong>Week 2</strong> Session 2: Service-Learning principles, ethics and practice.</td>
</tr>
<tr>
<td></td>
<td>Introducing the key concepts of health and wellbeing.</td>
<td><strong>Readings:</strong></td>
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### Week 3

**Session 3:** Models of health – developed and developing world. Determinants of health – developed and developing world.

**READINGS:**

**Deliverables:**
- Reaction paper due the day before the course-related trip. Students will be required to submit their paper online on Moodle.

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**Session 4: Course Related Trip**
Red Cross Children’s Hospital (a specialized tertiary level of care institution) (TBC)

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### Week 4

**Session 5:** Mental health in South Africa.

*Guest Lecturer: Andreas Banetsi Mphunga, Mental Health Professional and Consultant*

**READINGS:**


### Week 5

**Session 6:***

- Primary health care in the developed and developing world.
- Interdisciplinary health promotion in the developed and developing world.

**READINGS:**

### Week 6

**Session 7:***

- Globalization trends in health and global health systems.

**READINGS:**
- **Amado et al (2012)** National Health Insurance: A lofty ideal in need of cautious, planned implementation. (7 pgs)
| Week 7 | Session 8:  
       | Midterm Exam |
|-------|-------------|
| Week 8 | No class |
| Week 9 | Session 9:  
       | Status of HIV globally and in South Africa.  
       | **Guest Lecturer: Dr. Jim Lees, HIV Unit, UWC** |

### READINGS:


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<tr>
<th>Week 10</th>
<th>Session 10: Healthcare delivery in communities: rural vs. urban.</th>
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**Deliverables:**
*Blog assignment due*
Students will be required to publish their blogs online by the end of this week, and to grant access to the lecturer and classmates, to allow for comments by classmates.

**READINGS:**

<table>
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<tr>
<th>Week 11</th>
<th>Session 11: Complementary and traditional medicine in South African health care.</th>
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</thead>
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**READINGS:**
|---------------------------------|---------------------------------------------------------------------------------------------------------------|


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<thead>
<tr>
<th>Week 14</th>
<th>Session 16: Healthcare for people with disabilities in South Africa</th>
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<tbody>
<tr>
<td>readings:</td>
<td></td>
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</tbody>
</table>


- **Landman, K. (2010).** A home close to opportunities in South Africa: top down vision or bottom up demand?: scientific article. *Stads-en Streeksbeplanning= Town and Regional Planning*, 2010(56), 8-17. (10 pgs)

- **Marais et al. (2016).** A community-engaged infection prevention and control approach to Ebola. *Health promotion international*, 31(2), 440-449. (10 pgs)

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<tr>
<td>Symposium Presentations due.</td>
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**COURSE-RELATED TRIPS:**
Note that for fieldtrips students are expected to bring a clipboard/notebook, pen/pencil, sunhat and sunscreen, and usually a light packed lunch and water/juice (when the fieldtrip runs over lunchtime).

- **Specialised Care** - You will visit Red Cross Children’s Hospital, which is a specialized tertiary level of care institution.
- **Community-based Health Care** - You will experience healthcare at a community level, by accompanying the community health workers to the homes of clients and experience a community-based health club.
- **Combined Community Engagement**

**REQUIRED READINGS:**
Readings will be posted on Moodle, unless a free download is available online.

• Landman, K. (2010). A home close to opportunities in South Africa: top down vision or bottom up demand?: scientific article. Stads-en Streeksbeplanning= Town and Regional Planning, 2010(56), 8-17.


**RECOMMENDED READINGS:**


INTERNET/WEB RESOURCES:

International focus:
• Universal Declaration of Human Rights: http://www.un.org/Overview/rights.html
• Global Health Watch: http://www.ghwatch.org/
• Make Poverty History: http://www.makepovertyhistory.org
• OECD Health Care Quality Indicators Project: http://www.oecd.org/health/hcqi
• Patient Views: http://www.patient-view.com/
• WHO Statistical Information System (WHOSIS): http://www3.who.int/whosis/menu.cfm
• Africa Regional Sexuality Resource Centre: http://www.arsrc.org/
• Centre for Service-learning and Community Engagement: https://servicelearning.msu.edu/

South African focus:
• Western Cape Dept. of Health: http://www.capegateway.gov.za/eng/your_gov/305
• List of health facilities in Western Cape: http://www.capegateway.gov.za/eng/your_gov/305/facilities
• South African National AIDS Council (SANAC): http://sanac.org.za/
• Treatment Action Campaign: http://www.tac.org.za/community/
• SA Alcohol and Drug Abuse site: https://www.sancanational.info/