HE/SO 347 HEALTH & COMMUNITY
IES Abroad Cape Town

DESCRIPTION:
This course will focus on and provide insight into health and healthcare within community settings in South Africa. The socio-economic landscape of South Africa will be introduced in order to provide a backdrop for how healthcare is delivered within different communities in South Africa, and the prevailing diseases that affect them. It will also briefly touch upon healthcare for people with disabilities, a field which is rarely addressed in South Africa. The course will include exposure to healthcare organizations who focus on addressing the healthcare needs of some of South Africa’s most vulnerable populations: women, children and those with disabilities.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:
The course shall be presented and facilitated through lectures, individual and group exercises, debates and discussions, assignments, selected guests (practitioners), site visits and observational rotations. Lectures will focus on the theory and practice of healthcare in order to get a better understanding of community health in the South African context. Course-related trips will further expose students to the applications of the concepts discussed during the lectures. Students will also be given an opportunity to deepen their understanding of particular issues of interest to them through research and observational rotations during their service learning. Observational rotations are integral to the academic programme and are intended to provide students with additional exposure to the broader public health and health care environment in Cape Town and South Africa.

REQUIRED WORK AND FORM OF ASSESSMENT:
- Course Participation: 10%
- Midterm Test: 25%
- Course Related Trip Report: 25%
- Final Exam: 40%

Course Participation
Participation in all class discussions/debates and attendance for all site visits is mandatory. Students are expected to prepare for each class by doing the required reading and reflection, in addition to regularly checking notices on Moodle. Students will, however, be required to do more than simply complete the readings and attend the contact sessions. They will be asked to engage thoughtfully and openly with the material and come to class prepared to respectfully question, engage and explore concepts raised.

Midterm Exam
In session 9, students will write a test on the conventions of community health in South Africa, such as perspectives of health and wellness, primary healthcare in South Africa and the socioeconomic status of South African healthcare. This test will be completed in class and will be comprised of short and long answer questions that will test student knowledge. The test will be an hour long.

Date: Session 9

Course Related Trip Reports
After each of the two Course Related Trips, students will submit 1,500-2,000 words (6-8 pages) reflecting on and analyzing their experience, on Moodle. Students are expected to write what they learned during the trip, and need to incorporate readings to connect lessons and theories from class, with their experiences outside of the classroom. Students should also draw from their experiences during observational rotations to enhance their reflections about the broader field of public health and health care providers in Cape Town and South Africa. A total of two Course Related Trip Reports will be submitted. Students will be marked according to a rubric, on the development of their reflection and analysis, and integration of course readings. Additional information will be provided by your lecturer.

Dates: Due the day before Sessions 14 and 23

Final Exam
In session 25, students will write a closed book examination and will be examined on selected content covered during the course. Structured short and long answer questions will be set to demonstrate understanding and application of theories, concepts and approaches to community health in South Africa. The exam questions will require students to apply theories, concepts and approaches learnt to practical situations and/or case studies, by drawing from their experiential learning. The exam will be 1.5 hours.

Date: Session 26

LEARNING OUTCOMES:
By the end of the course students will be able to:
- Identify the contributing factors related to healthcare delivery in South Africa.
- Articulate why HIV/AIDS and TB are seen as contributors to the double burden of disease in South Africa.
- Differentiate between healthcare provision for people with disabilities in developed and developing countries.
- Critique district health systems and their service delivery.
- Analyse the development and evolution of the healthcare system in South Africa.
- Describe healthcare delivery in resource rich and under resourced communities in South Africa.

ATTENDANCE POLICY:
Attendance is mandatory for all IES Abroad classes, and programming elements including course-related trips, guest lectures, observational rotations, etc. 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. In the event of late arrival to class, the instructor will mark the student absent if they are more than ten minutes late.

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, it 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.

PLEASE NOTE: students are expected to prepare and read ALL the prescribed readings listed below in preparation for each class session. Additional readings from the reference list of the prescribed readings is also encouraged.
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<tr>
<th>Week</th>
<th>Content</th>
<th>Assignments and Readings</th>
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<td>Session 6: Course Related Trip 1: Western Cape Rehabilitation Centre</td>
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<td>Session 7: Status of HIV/AIDS in Africa and South Africa and the double burden it presents with TB. <strong>Guest Lecturer: Dr. Jim Lees</strong> (Senior lecturer Faculty of Education/HIV/AIDS Unit at the University of the Western Cape)</td>
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<td>Session 8: Healthcare for people with disabilities in South Africa.</td>
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<td>Week 3</td>
<td>Session 9: Midterm test</td>
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<td>Session 10: Observational Rotations Guest Lecturers</td>
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<td>Session 11: Observational Rotations Guest Lecturers</td>
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<td>Session 12: Observational Rotations</td>
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<td>Session 13: Interdisciplinary health promotion. Differences in health and healthcare between developed and developing countries.</td>
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**READINGS – Session 13:**


- **Vujicic, M., Zurn, P., Diallo, K., Adams, O., & Dal Poz, M. R. (2004).** The role of wages in the migration of health care professionals from developing countries. *Human resources for Health, 2*(1), 3. (14 pgs)


- **World Health Organization. (2003).** Primary health care: 25 years after ALMA-ATA. (25 pgs)

| Week 4 | **Session 14:**
District health systems, health management and leadership development  
*Guest Lecturer: Dr Verona Mathews*  
(Senior Lecturer in: Health Management, Health Information Systems, Human Resource Management, Information Systems for Human Resources for Health, Descriptive Epidemiology at the University of the Western Cape) | **Deliverables**
Course Related Trip Report 1 due on Moodle before Session 14.  
| Session 15:  
Course Related Trip 2: Desmond Tutu Youth Centre |  
| Session 16:  
Healthcare delivery in communities: rural vs urban. |  
*Schneider, M., Bradshaw, D., Steyn, K., Norman, R., & Laubscher, R. (2009).* Poverty and non-communicable diseases in South |
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<th>Week 5</th>
<th><strong>Session 18:</strong> Healthcare issues facing resource poor communities in South Africa: non-communicable diseases.</th>
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| **Session 19:** | Observational Rotations  
*Site visit:* Groote Schuur Heart Museum |
| **Session 20:** | Observational Rotations  
*Guest Lecturers* |
| **Session 21:** | Observational Rotations |
| **Session 22:** | Differences in healthcare provision and delivery between the US and South Africa  
Debrief and roundtable discussion of Observational Rotations |

- **Schneider, M., Bradshaw, D., Steyn, K., Norman, R., & Laubscher, R. (2009).** Poverty and non-communicable diseases in South Africa. *Scandinavian Journal of Social Medicine, 37*(2), 176-186. (12 pgs)


**Deliverables**  
Course Related Trip Report 2 due on Moodle before Session 23.
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<th>Week 6</th>
<th><strong>Session 23:</strong> Health promotion approaches.</th>
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<th>Session 24: Those most affected in South Africa by poor community health.</th>
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<th>Session 25: Planned NHI for South Africa.</th>
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| Session 26: FINAL EXAM |

**COURSE-RELATED TRIPS:**

- **Western Cape Rehabilitation Centre:** Western Cape Rehabilitation Centre, for Persons with Physical Disabilities, is a specialised rehabilitation centre, which accepts appropriate referrals from all levels of health services (i.e. tertiary, secondary, district and primary level health services).

- **The Desmond Tutu HIV Foundation Youth Centre and The Zimele Project:** The Desmond Tutu Youth Centre is there to assist adolescents in the Masiphumelele community in discovering their own working tools that can perpetuate their potential, while encouraging their confidence to make healthy life choices. The YC provides a safe environment where youth aged 12-22 from diverse communities have access to reproductive healthcare as well as a space to gather, play, and prosper. The
Zimele Project aims to provide healthcare services tailored for adolescent needs, coupled with strong educational support and social empowerment.

REQUIRED READINGS:


• World Health Organization. (2003). Primary health care: 25 years after ALMA-ATA.

RECOMMENDED READINGS:


