



Health, Illness, and Culture in Malawi Health Sciences 4850 A

Spring 2012

Instructors:

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Class Time: Wednesdays, January 11—April 11 inclusive, 1600-1850 h (unless otherwise noted on moodle)

Location: AH118 (unless otherwise noted—see moodle calendar for details)

Course Description:

This course will introduce students to global health challenges and culturally appropriate interdisciplinary strategies for health promotion, illness prevention, community development, and health care in low- and middle-income countries, with an emphasis on Malawi. Students will examine the geopolitical, social, historical, and environmental influences on health and health care. Students will explore the concepts of culture and cultural safety. Students will also gain basic skills and experience in selected fine arts (e.g., theatre, music) and will explore their application to health promotion initiatives.

Course Outcomes:

Upon successful completion of the course, students will be able to:

- describe the global burden of disease and shifting disease patterns;
- assess the influence of social, economic, historical, political, environmental, and geographic determinants of health;
- discuss primary health care, health systems, intersectoral collaboration, and the role of non-governmental organizations in the delivery of health care services;
- reflect on the concepts of culture and cultural safety and their personal and professional significance in the context of global health initiatives;
- demonstrate understanding and awareness of the role of fine arts as a health promotion and community development strategy.

Learning Approaches:

Seminar and/or workshop format will include active participation by students in presentations, demonstrations, and discussions facilitated by course faculty, content experts, and visiting faculty. Students will be guided to seek appropriate literature and resources in preparation for each class. Students will also engage in team activities in order to deepen their understanding of and capacity for collaborative and respectful problem-solving, learning, and evaluation.

Course Resources:

Rohd, M. (1998). *Theatre for community, conflict & dialogue: The Hope is Vital training manual*. Portsmouth, NH: Heinemann.

Websites and other resources as listed on moodle.

Students are also expected to locate and share additional resources to enhance and enrich personal and peer learning.

Evaluation:

Strategy		Due Date	Weighting (%)		
1	Community-engaged Theatre Performance		65 total:		
	A	Background research component:			
		<ul style="list-style-type: none"> individual topic paper 			January 25, 1600 h
		<ul style="list-style-type: none"> group paper 			March 26, 0900 h
B	Performance component	April 4 or 11	25		
2	Written Test		25		
3	Participation, Initiative, and Engagement		10		

*****Due dates are firm. Late assignments will NOT be accepted unless discussed in advance with the instructor. A formal letter from a physician, registered nurse, or mental health counselor may be required.*****

1. Community-engaged Theatre Performance:

This assignment is designed to facilitate your ability to identify a health concern, understand the context and factors that contribute to its manifestations, and translate key messages into a performance that will create social engagement, awareness, and change. The assignment will be completed over the semester and has two main components:

- a) background research paper; and
- b) 5-minute performance.

First, each student will independently select a health concern or issue of relevance in sub-Saharan Africa. You will submit a short paper (maximum 1000 words of text) that:

- clearly identifies and briefly describes the specific concern, its context, and its importance to the people of sub-Saharan Africa;
- addresses the imperative to create change in order to promote global health—i.e., make an argument for creating a performance on this topic;
- includes a bibliography of 6 relevant references of which at least 4 are current evidence-informed, peer-reviewed journal articles.

Next, you will engage in dialogue and debate with your group for the purpose of short-listing the top two topics of interest to your group. With the approval of the instructor, you will then select one topic that will be the focus of your team's efforts this semester.

The team will then compile a **group scholarly paper** that explores in depth the nature, context, factors, extent, and impact of the chosen health concern. You will examine the problem from a global health perspective to determine its root causes and the factors that need to be changed in order to make improvements. You will include and discuss, as appropriate, the political, social, cultural, economic, gender, historical, and other contributors to the issue. You will examine the individual, family, community, national, and international levels at which changes can/should be made. Your arguments will be evidence-informed and will explain how a health concern on another continent is relevant to Canadians. The paper will be in APA format, will include a title page, text, reference list, and if appropriate, appendices. It will comprise no more than 6000 words of text. It will be submitted electronically to moodle. In addition, each member of the team will certify and sign a document (posted on moodle) attesting to his/her contribution to the paper; the assignment grade for each individual will reflect that weighting.

Your team will prepare and present a five-minute **performance** with a health promotion message about your selected topic that is relevant and appropriate for a Canadian youth audience. The performance will be created using topics and methods described and experienced in the performance workshop and information taken from course readings. Some class time will be allotted for creation and rehearsal. Performances will be presented to peers during one of the final two classes of the semester; each performance will be immediately followed by a class discussion facilitated by the performers. You will submit a thoughtful written evaluation (including strengths, areas for improvement, and impact) of each performance, including a self-evaluation of your team's performance, within 5 days of the event.

Objectives:

Students' creation process and performance integrate methods and ideas from the in-class performance workshop

Students experience performance creation as an analytical method, and a dialogic process.

Students connect to an audience through performance-based techniques

Students discuss and contextualize these experiences of creation and performance in relation to course readings and issues in global, cross-cultural health promotion work

Creative process:

- Engaged participation in all phases of the creation process (theatre workshop, rehearsal and performance)
- Contributions to the creation (including content, staging, theoretical analysis, research, etc.)
- Use of creation methods and ideas presented in workshop
- Evidence of problem solving and consensus building skills

Performance:

- Cohesive and compelling presentation
- Participants are committed and focused, display progress in performance skills
- Makes an impact, and makes a point

Discussion and Self-Evaluation:

- Facilitate a brief discussion (max. 10 minutes) after the performance
- Prepare a self-evaluation of your role in your team’s performance and the team’s overall effort, based on the group discussion and your own observations
- Your evaluation should address:
 - Successes and challenges you experienced as part of the entire performance process
 - A reflection on the potentials and limitations of communicating issues (such as health promotion messages) through performance means. Include references to course readings if possible.
- Evaluation is to be submitted electronically via moodle within 5 days of the performance

Peer Evaluation:

- Submit, within 5 days of each of your peers’ performances, an evaluation according to the guide provided
- Your comments should be thoughtful, constructive, respectful, and meaningful

Timeline:

Activity	Date
Performance workshop	March 7, 1600-1850 h
Performance creation (supervised for teaching/evaluation purposes)	March 21, 1600-1850 h
Performance rehearsal	On your own time
Performance presentation	April 4 or 11, 1600-1850 h
Performance live discussion	Immediately following your performance
Self- and Peer evaluations	5 days following performance

2. Written Test:

Students will write an in-class closed-book examination based on the presentations, discussions, resources, and readings for all course content covered up to the time of the test. The exam will consist of a variety of short- and long-answer questions designed to assess your comprehension and application of concepts, principles, and materials relevant to the course.

3. Participation, Initiative, and Engagement:

Students are expected to attend all classes and participate in all activities in order to facilitate learning for themselves and their peers and to demonstrate respect for the guest presenters. There will be in-class activities designed to promote greater understanding of concepts and issues of interest. In order to accomplish this learning strategy, students are expected to come to class well prepared. Students will demonstrate that they have read and reflected

upon relevant and/or assigned readings, reviewed websites, and discovered other literature and resources on their own initiative.

General Guidelines for Written Assignments:

You are expected to demonstrate excellence in all elements of writing, including grammar, syntax, and spelling. Include a title page, reference list, and appendices (if needed) with your paginated submission. A sample title page has been posted on moodle. You will follow APA guidelines (6th edition) unless you discuss an alternate style with the instructor in advance. Please submit assignments to moodle as directed with rubric attached as part of the file—do not submit the rubric separately. You will need to ‘copy and paste’ the rubric to the end of your assignment file; be sure to select ‘keep source formatting’ to avoid a distorted format.

Identify submissions by student ID number (for individual assignments) or team name (team assignments) only.

Grading Breakdown:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100	C+	2.3	71 - 74.9
A	4.0	91 - 94.9	C	2.0	67 - 70.9
A-	3.7	87 - 90.9	C-	1.7	63 - 66.9
B+	3.3	83 - 86.9	D+	1.3	59 - 62.9
B	3.0	79 - 82.9	D	1.0	55 - 58.9
B-	2.7	75 - 78.9	F	0	0 - 54.9

Plagiarism Statement:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

Accommodations for Students with a Disability:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Counselling Services/ Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/disabilities/index.html> to set up an appointment. After registering with the Disabilities Resource Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least *two weeks* in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.