



## **NURSING 503.31**

# **COMMUNITY HEALTH AND GLOBAL SOCIO-ECOLOGICAL DETERMINANTS OF HEALTH**

### **COURSE OUTLINE Spring 2010**

#### **Lecture Section 1**

May 1 – 31, 2010

Location: Tanzania (Mwanza, Morogoro,  
Dar es Salaam and Zanzibar)

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**Course Description:**

The Community Health Theory course focuses on the essential theoretical concepts that underpin community health. These conceptual areas of Population Health Promotion and Primary Health Care will provide students with the knowledge and understanding they require in order to make sound judgments and build effective partnerships in the community health practice setting. A strong focus on social justice and the socio-ecological determinants of health underpin this theory course. This course uses inquiry approaches to better engage students in ways that enhance understanding of the theory and the ways in which it has meaning in practice. To assist in understanding this course will also discuss the Community-as-Partner Model, public health, populations at risk for physical and psychosocial disruptions in health, environmental health, cultural health patterns and beliefs, group dynamics and communication with groups.

**Prerequisites:**

There are no course pre-requisites. However students must meet admission criteria to gain admission into the Global Health Program. There will also be an interview process.

**Corequisite:**

The two courses listed below will be taken concurrently in Tanzania.

SOWK 559.01 Community Development and Politics  
HSOC 591.01 Global Health: Defining problems and interventions

**Course Purpose:**

The purpose of this course is to provide a learning experience that illuminates theory-practice relationships surrounding the concepts central to Community Health, including Primary Health Care, Health Promotion, Population Health, and Social Justice as they relate to Global health in the Tanzania context. This course is intended to increase students' theoretical knowledge of working in partnership with the community and to provide a depth of understanding of the socio-ecological determinants of health and their interconnectedness with other professions.

**Course Objectives:**

This course will provide opportunities for the student to:

1. Identify the conceptual foundations of Community Health
2. Analyze the theoretical perspectives of Primary Health Care, Health Promotion, and epidemiology as they apply to specific community health contexts.
3. Evaluate and debate selected issues affecting the health of communities in the global health context.
4. Explain the socio-ecological determinants of health as they relate to issues in International Community Health.
5. Discuss the application of the *Population Health Promotion Model* to specific community health contexts.
6. Determine the key elements of a community health action plan.
7. Prepare a community health action plan.

## **Teaching and Learning Strategies:**

This course will be interactive, participative, and experiential in design and expectation to the extent that is possible within the time and faculty constraints of the course. Subject matter will be presented in ways that draw upon the students' personal and professional experiences, as well as observations from site visits. Teaching and learning strategies will serve to generate innovative ways of knowing and understanding fundamental concepts relevant to Community Health in Tanzania. Material will be presented in lectures, large and small group discussions, and site visits to various community health projects and historical sites of interest.

Three to five site visits will take place in small groups. It is expected that all students participate while learning about these essential community health projects and historical sites of interest. Students will be asked to present learning that has taken place through seminar debriefing discussions. Potential site visits will may include: Aga Khan Hospital, Mwanza, Raha Leo Community Clinic, Zanzibar, Madrasa Nutrition Program, Zanzibar, NGO Resource Centre, Zanzibar, Slave Trade Market, Zanzibar.

**Required Readings:** A required reading package of articles will be available at the bookstore. Additional pre-departure resources will be posted on the N503.31 blackboard site.

## **Evaluative Activities (please note that due dates are subject to change and/or negotiation):**

### **Due Date:**

#### **1. Debate 20% May 10, 2010**

Faculty will provide assignment guidelines and an evaluation rubric. Four debate topics will be heard on May 27<sup>th</sup> 2010. Students will be assigned one debate topic and will work in a team of approximately three students presenting one side of the assigned debate topic. A group mark will be assigned based on the quality of each side of the debate. Therefore, two teams debating either side of one topic may receive two different marks based on the arguments presented.

#### **2. Story-Telling Assignment 15% May 19, 2010**

Faculty will provide assignment guidelines and an evaluation rubric. Students will be asked to select an experience or something that was observed that was significant to them. The experience or observation will be discussed in terms of what took place, why it took place and how this will affect their future professional practice.

#### **2. Presentation 15% May 26, 2010**

Faculty will provide assignment guidelines and an evaluation rubric. Students will prepare a written proposal which discusses their Community Health Action Plan. Students will be assigned to Community Health Action Teams (CHAT) to complete this assignment. Each Community Health Action Team will present their Community Health Action Plan to the rest of the class. Once feedback is received from the class it is expected that revisions to the Action Plan be made before submitting the proposal for grading.

#### **3. Community Health Action Plan 35% May 29, 2010**

Faculty will provide assignment guidelines and an evaluation rubric. Students will be asked to select an issue and discuss their action plan to affect change. Students will prepare a written proposal which discusses their Community Health Action Plan. Students will be assigned to Community Health Action Teams (CHAT) to complete this assignment.

#### **4. Professionalism 15% Ongoing**

It is expected that students demonstrate professionalism at all times throughout the duration of the program.

**Grading System:****Weighted Grade Point Calculation**

Evaluative components will receive numerical scores which are converted to letter grades. The letter grade on each piece of work is converted to university scale grade points X weighting factor for assignment = weighted grade points. The total of all the requirements yields the grade point for the semester. Sample: A- converted to: 3.7 X .15 = .555 for a piece of work weighted at 15% of the final course grade.

If the percentage on your assignment is:	The grade on your assignment is:	The weighted grade points will be taken from:	If the total for all assignments is:	Your final grade will be:	And the GPA for the course will be:
98.0 – 100	A+	4.0	3.95-4.00	A+	4.0 Outstanding -- exceptional analysis and synthesis of subject matter.
93.0 – 97.9	A	3.9	3.85-3.94	A	4.0 Excellent -- superior performance, showing comprehensive understanding of subject matter.
88.0 – 92.9	A-	3.7	3.50-3.84	A-	3.7
83.5 – 87.9	B+	3.3	3.15-3.49	B+	3.3
78.0 – 83.4	B	3.0	2.85-3.14	B	3.0 Good -- clearly above average performance with knowledge of subject matter generally complete.
73.5 – 77.9	B-	2.7	2.50-2.84	B-	2.7
69.0 – 73.4	C+	2.3	2.15-2.49	C+	2.3
63.5 – 68.9	C*	2.0	1.85-2.14	C	2.0 Satisfactory - basic understanding of the subject matter.
59.0 – 63.4	C-	1.7	1.50-1.84	C-	1.7
54.5 – 58.9	D+	1.3	1.15-1.49	D+	1.3
50.0 – 54.4	D	1.0	0.50-1.14	D	1.0 [Minimum passing grade for theory courses.]
49.9 or less	F	0	0.00-0.49	F	0.0

The Faculty of Nursing requires that all written assignments follow prescribed American Psychological Association (2001) format, except where otherwise noted. For help with understanding APA formatting please see <http://www.psywww.com/resource/apacrib.htm>.

Unless otherwise negotiated, the final grade on late assignments will be reduced by 10% for each 24 hour period (or portion thereof) that the assignment is late.

**Debates/Presentations:**

A student who becomes ill *prior* to the debate and is unable to participate at the scheduled time must notify the Course Instructor so that arrangements for an alternative assignment can be made.

**Site Visits:**

A student who becomes ill *prior* to the site visits and is unable to participate at the scheduled time must notify the Course Instructor. Please note that it may not be possible to arrange an alternate site visit and arrangements will be made for an alternate assignment to be completed.

## **Faculty/University/Government Regulations:**

### **Student Misconduct**

Plagiarism is a serious offence which will result in the following penalty and application:

1. In cases in which the dean and/or faculty is satisfied that a student is guilty of plagiarism, cheating or other academic misconduct in circumstances which suggest a clear intention to deceive or otherwise commit an academic offence, the normal penalty will be either suspension or expulsion from the faculty.
2. In cases in which the dean and/or faculty is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive or otherwise commit an academic offence, the normal penalty will be probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the faculty, and in the most serious cases, expulsion from the University.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged.

For further information on Student Misconduct Policies, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, K. Student Misconduct: [www.ucalgary.ca/pubs/calendar/](http://www.ucalgary.ca/pubs/calendar/)  
<<http://www.ucalgary.ca/pubs/calendar/>>

Intellectual honesty is viewed most seriously at the University of Calgary and compliance with standards of intellectual honesty is an expectation.

### **Reappraisals and Appeals**

For information on reappraisals and appeals, refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, I. Reappraisal of Grades and Academic Appeals: [www.ucalgary.ca/pubs/calendar/](http://www.ucalgary.ca/pubs/calendar/)

Please note the 15 day timeline from the receipt of a mark and a request for reappraisal and/or appeal to the Associate/Assistant Dean, Undergraduate Programs.

### **Academic Accommodation**

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation, you must officially register with the Disability Resource Centre. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor within the first week of the start of this course.

Further information can be obtained at: [www.ucalgary.ca/drc/](http://www.ucalgary.ca/drc/) or by calling 403-220-8237

### **Freedom of Information and Protection of Privacy**

The information (such as phone numbers, address, tracking sites of practica, etc.) that you may be asked to provide is collected under the authority of the Colleges/Universities Act and the Freedom of Information and Protection of Privacy Act, Section 32(c). It will be used for practicum placement and for contact purposes. Your personal information is protected by Alberta's Freedom of Information and Protection and Privacy Act and can be reviewed upon request. If you have any questions about the collection or use of this information, contact the Faculty of Nursing student advisors, 220-4636.

### Course Schedule

Blackboard will be used to post class announcements and documents relevant to N401. **Concepts of Primary Health Care, Population Health Promotion, and Socio-ecological Determinants of Health will be discussed in an ongoing manner throughout the semester as they relate to Community Health in the international setting. The course schedule presented below is meant to be an outline and will allow for flexibility where required depending on when site visits can be arranged.**

Unit #	Date	Topics	Required Readings
1	May 3 – 8	Course introduction, review of course outline, course evaluations, interactive nature of classes, global health, epidemiology, primary health care, principles of health promotion, population health promotion	<ol style="list-style-type: none"> <li>1) Declaration of Alma-Ata <a href="http://www.who.int/hpr/NPH/docs/declaration_almaata.pdf">http://www.who.int/hpr/NPH/docs/declaration_almaata.pdf</a></li> <li>2) Ottawa Charter for Health Promotion <a href="http://www.who.int/hpr/NPH/docs/ottawa_charter_hp.pdf">http://www.who.int/hpr/NPH/docs/ottawa_charter_hp.pdf</a></li> </ol>
2	May 3 – 8	Harm reduction, inclusiveness, public participation, social justice, equity, power, oppression, social activism, developing political competency	<ol style="list-style-type: none"> <li>1) Mlozi M. R., Shayo, E. H., Senkoro K. P., Mayala B. K., Rumisha S. F. Mutayoba B., Senkondo E., Maerere A. &amp; Mboera L. E. (2006). Participatory involvement of farming communities and public sectors in determining malaria control strategies in Mvomero District, Tanzania. <i>Tanzania Health Research Bulletin</i>, 8(3),134-140.</li> <li>2) Marmot, M. (2005). Social determinants of health inequalities. <i>Lancet</i> 365, 1099–104.</li> </ol>
3	May 10 – 15	Introduction of socio-ecological determinants of health and their connections to the Population Health Promotion Model (PHPM) S-EDofH – Physical environments S-EDofH – Work and working conditions S-EDofH – Income & social status (housing) S-EDofH – Education (literacy)	<ol style="list-style-type: none"> <li>1) Villamor E., Saathoff E., Manji K., Msamanga G. Hunter D. J., &amp; Fawzi W. W. (2005). Vitamin supplements, socioeconomic status, and morbidity events as predictors of wasting in HIV-infected women from Tanzania. <i>American Journal of Clinical Nutrition</i>. 82(4):857-865, 2005 Oct.</li> <li>2) Rongo, L. M., de Haan, S., Barten, F., Msamanga, G. I., Dolmans W. M., van Naerssen, T. &amp; Heederik, T. (2005). Felt occupational and environmental health hazards among workers in small-scale industries in Dar es Salaam, Tanzania: Focus group discussion study. <i>East African Journal of Public Health</i>, 2(1), 21 – 26.</li> <li>3) Shayo, N. B., Chove, B. E., Gidamis, A. B., &amp; Ngoma O.B. (2007). The quality of water in small community supplies in Kingolwira village, Morogoro Tanzania. <i>Tanzania Health Research Bullitin</i>, 9(1), 56-60.</li> </ol>

4	May 24 – 28	S-EDofH – Genetic endowment (biology) S-EDofH – Healthy child development S-EDofH – Health practices & coping S-EDofH – Health services	<ol style="list-style-type: none"> <li>1) Uiso, F. C., Kayombo, E. J., Mbwambo, Z. H., Mgonda, Y., Mahunnah, R. L., &amp; Moshi, M. J. (2006). Traditional healers' knowledge and implications to the management and control of HIV/AIDS in Arusha, Tanzania. <i>Tanzania Health Research Bullitin</i>, 8(2), 95-100.</li> <li>2) Nyaruhucha, C. N., Msuya, J. M., Mamiro, P.S., &amp; Kerengi, A. J., (2006). Nutritional status and feeding practices of under-five children in Simanjiro District, Tanzania. <i>Tanzania Health Research Bullitin</i>, 8(3), 162-167.</li> </ol>
5	May 24 – 28	S-EDofH – Culture S-EDofH – Social environments (inclusion/exclusion, stigma, marginalization, colonization) S-EDofH – Gender S-EDofH – Social support networks S-EDofH – Politics and war S-EDofH – Hope	<ol style="list-style-type: none"> <li>1) Tengia-Kessy, A. &amp; Rwabudongo, N. (2006). Utilization of modern family planning methods among women of reproductive age in a rural setting: The case of Shinyanga Rural District. <i>East African Journal of Public Health</i>, 3(2), 26 – 30.</li> <li>2) Nkya, G. M., Sindato, C., Mcharo, J., &amp; Kibona S. N. (2006). Community Knowledge on HIV/AIDS and its relationship with sexual practices in Tabora and Igunga Districts, Western Tanzania. <i>Tanzania Health Research Bullitin</i>, 8(3), 173-176.</li> </ol>