

PORTLAND STATE UNIVERSITY
in partnership with the Gap Year Association (GYA)

PHE 299: Healthcare Systems & the Affected

COURSE SYLLABUS

CREDITS: 4 quarter-credits – Continuous Enrollment Course

Students who plan to use this course to fulfill specific requirements should discuss transfer options and obtain written approval from a counselor or study abroad advisor at their own college/university PRIOR to enrolling in this course.

PREREQUISITES:

There are NO prerequisites for this course.

METHOD OF INSTRUCTION:

This course is a field-based self-study. The course instructor will correspond with the student and provide written feedback on course assignments via email and other remote communication.

INSTRUCTOR OF RECORD:

PSU has approved the following Instructors of Record, one of whom will be assigned to you (typically two+ weeks prior to the beginning of your program):

- Britt Basel, MS - brittbasel@ecothropic.com
 - Dianna Hahn, MA - dianna@gapyearassociation.org
 - Alexander Papouchis, MS - alexpapouchis@gmail.com
 - Cam Sylvester, MA – ccamsylvester@gmail.com
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COURSE DESCRIPTION:

This course is designed to provide hands-on learning opportunities for undergraduate students who undertake study-away opportunities. Students will be exposed to alternative healthcare systems and alternative healthcare practices. They will learn about the pros and cons of the location's health practices and healthcare systems, and chart progressive ways to improve. Possible areas of focus might include: obesity, infant mortality, domestic violence, addiction issues, HIV/AIDS transmission and prevention, nutrition, water sanitation, etc.

COURSE EXPECTATIONS:

- **Environment of Respect:** Disagreement and diversity of opinions are encouraged. You will be challenged to think critically about the impact of cultural differences, which may emerge in concepts of gender, race, the roles environment has in business and market development, socioeconomic status, physical and cognitive ability, sexuality, and other forms of diversity. You are encouraged to ask difficult questions and engage in discussion and critical reflection. Please be respectful of others, listen, and try to understand differences.
- **Experiential Learning:** In this course, learning is an experiential process in which you will have the opportunity to reflect on your experiences throughout the term. The richness of the course will depend on the questions, insights, and active participation that you bring.
- **Personal Responsibility:** You are expected to engage fully in the coursework and take action if you need help. Please communicate any concerns about assignments, deadlines, or course activities to your Instructor of Record.
- **Academic Integrity:** Please adhere to university policies. Take special note of policies regarding plagiarism and course withdrawal. Each student is expected to prepare their own assignments, and any assignments submitted should be the sole work of the student. Academic dishonesty, including cheating, plagiarism, or knowingly furnishing false information, will not be tolerated. PSU's Code of Student Conduct may be found at <https://www.pdx.edu/dean-student-life/psu-code-student-conduct-and-responsibility>

STUDENT OUTCOMES:

Upon completion of this course, participants will be able to:

- Critically examine social, behavioral and environmental community health-related issues.
- Understand the state of the location's health and healthcare.
- Analyze some of the root causes of the region's largest healthcare challenges.
- Analyze and summarize insights gained about health-care systems and their impact on citizens in the location.
- Describe the benefits, limitations and impact of the health-care system.

CONTACT HOURS, EXCURSIONS, AND METHODS OF INSTRUCTION:

A total of 40 contact hours will be facilitated. These hours will come in the forms of:

- On-site instruction with local guides, group field trips, independent travel, and guest speakers.
- Homestays with families of varying socio-economic means
- Interviews with medical staff and informed people
- Service-learning projects focusing on social services and potentially healthcare education
- Books, periodicals, and videos
- Introduction to, and experience with local healthcare systems and doctors
- Interviews with local inhabitants
- Optional: Students will use the Internet to access resources and evaluate information sources according to the external criteria, such as the author's credentials, the timeliness of the information, the genre of the source, etc.

ASSIGNMENTS

REQUIRED HOURS: You must complete 40 contact hours as described above. The Gap Year Association will provide verification of hours.

DAILY JOURNAL: The journal requirement is an important component of your grade for this course. It will count for 30% of your final grade. Elements that make a strong journal include self-reflection and evidence of critical thinking.

If you are enrolled in multiple courses, you are only required to **maintain one journal for all courses**

Journals should be **handwritten and legible**, as handwritten reflections tend to be deeper and more insightful than those maintained digitally. Additionally, many programs have limitations to device usage in different locations; as such, a typed version may not be an option.

Journals will be graded as follows:

- **Self-reflection (20%):** Ask yourself critical questions about the experience you are having. How is this different from what you expected? What personal challenges are you experiencing? How are you learning and growing from this experience?
- **Reflection about your location and host culture (20%):** What is similar to and/or different from your home culture/environment? What is unique about this place/location? How is your day-to-day experience and learning in the host culture challenging or validating your worldviews?
- **Sharing reflections on group dynamics (20%):** What lessons can you take away from the experience you are having with your cohort? How are you developing or changing within the group?
- **Reflection on specific course themes (20%):** Review the student outcomes from the courses you are registered for. In your journal entries, speak directly about your inquiry and learning related to those course themes.
- **Quality & Consistency (20%):** Journaling every day or every few days with focus on the above elements will lead to higher quality journals and a better overall journal grade.

REQUIRED READING: You must read at least **ONE** book from the Recommended Reading list and demonstrate knowledge learned and/or perspectives expressed (**with MLA or APA citations**) in your

FINAL REPORT.

INTERVIEW THREE PEOPLE, asking them to give a detailed assessment of a particular public health issue, to offer opinions about its antecedents and current state of affairs, and to offer suggestions for improvement. You must develop a survey and conduct uniform interviews across your sampling.

A **FINAL REPORT** of insights gained from your study-away experience is required in order to complete the course. **Our expectation is that the paper you submit will reflect college-level writing.** Your report should be 8-10 pages in length. Reports must be typed (double spaced) with a cover page that includes your name, the academic quarter (e.g. fall 2021), the name of the program you attended, and the course number.

Submit a comprehensive analytical paper that researches a healthcare issue of your choice that is relevant to your region of travel. Give a detailed explanation of the issue, its history, its causes, and the population it most effects. Summarize your findings from the three interviews you conducted. What are some of the solutions to the issue on a local and global level?

Final Report will be graded as follows:

- Description public health issue - 20%
- Summary of Interview Findings - 20%
- Descriptions of possible solutions - 20%
- Clarity and Organization of Ideas - 20%
- Grammar and Punctuation - 10%
- Ability to Demonstrate Knowledge from the Required Readings - 10%

DEADLINES & SUBMISSIONS:

All course requirements must be submitted by:

- Fall Semester: January 20th
- Spring Semester: June 20th

SUBMITTING JOURNALS & FINAL REPORTS:

- **Journals:** Once complete, please capture legible images/scans of your handwritten journal and submit as **ONE COMPLETE** document via email/shared drive to your instructor. Instructors reserve the right to refuse your journal submission if it is not legible. Some tips for quality submission when photographing or scanning your journal:
 - Ensure adequate light
 - Use equal camera height/distance if taking photos of journal
 - Turn OFF the flash
 - Pay attention to shadows and reflections
 - Ensure the entire page is captured and sections are not cut off (even margins)!
- **Final report:** Please email or share your final report with your Instructor of Record

COURSE EVALUATION:

- **Daily Journal** (30% of total course grade): Evaluation criteria include, but are not limited to, clearly presented ideas and observations, creative thought, and relevant concepts.
- **Final Paper** (70% of total course grade): Evaluation criteria include, but are not limited to, appropriate grammar and verb use, format, content relevance, organization, analysis, originality, and summarization skills.
- **Required Readings:** This is a requirement for successful completion of this class and 10% of your paper grade depends on your referencing examples and lessons learned. Citations are required.
- **Interviews:** Required for Final Paper. Conduct a minimum of three interviews from local residents, healthcare workers, policymakers, or other field experts about the state healthcare in your location.
- **Required Hours:** The Gap Year Association will provide verification of these hours.
- **Grading:** This course is graded with letter grades A - F. See more details about PSU's grading system [here](#).

READING LIST

Students must read and cite at least ONE book in the final assignment. The following books have been approved for this course. Any other books not on this list must first be approved by your Instructor of Record.

ALL REGIONS:

Pathologies of Power: Health, Human Rights, and the New War on the Poor, by Paul Farmer

Pathologies of Power uses harrowing stories of life—and death—in extreme situations to interrogate our understanding of human rights. Paul Farmer, a physician and anthropologist with twenty years of experience working in Haiti, Peru, and Russia, argues that promoting the social and economic rights of the world's poor is the most important human rights struggle of our times.

Millions Saved: New Cases of Proven Success in Global Health, by Amanda Glassman and Miriam Temin

Millions Saved: New Cases of Proven Success in Global Health chronicles the global health revolution from the ground up, showcasing twenty-two local, national, and regional health programs that have been part of this global change.

Mountains Beyond Mountains, by Tracy Kidder

In medical school, Paul Farmer found his life's calling: to cure infectious diseases and to bring the lifesaving tools of modern medicine to those who need them most. Kidder's account takes us from Harvard to Haiti, Peru, Cuba, and Russia as Farmer changes minds and practices.

Global Nutrition Report 2016: From Promise to Impact: Ending Malnutrition by 2030, by the International Food Policy Research Institute

The 2016 Global Nutrition Report is a comprehensive stock of the state of the world's nutrition, from child stunting to adult obesity. The report finds that, despite some progress in recent years, the world is off track to reach global nutrition targets.

Introduction To Global Health, by Kathryn Jacobsen

A comprehensive look at today's most critical global health issues. Unlike other texts of its kind, this book emphasizes possible solutions to global health concerns rather than just focusing on the problems.

Global Health 101, by Richard Skolnik

A user-friendly introduction to the most critical issues in global health. While the book offers a global perspective, particular attention is given to the health-development link, to developing countries, and to the health needs of poor and disadvantaged people.

Women's Health: Contemporary International Perspectives, by Jane Ussher

The interdisciplinary angle of the book includes detailed commentaries on key topics such as anorexia nervosa, depression, women and cancer, sexual abuse, disability, exercise, body image, pregnancy, sexual violence and drug use.