

**PORTLAND STATE UNIVERSITY –
in partnership with the Gap Year Association study abroad**

PHE 299: HEALTHCARE SYSTEMS AND THE AFFECTED

COURSE SYLLABUS

CREDITS: 4 quarter-credits Continuous – Enrollment Course

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

PREREQUISITES: There are NO prerequisites for this course.

METHOD OF INSTRUCTION:

This course is field-based. The course instructor will be available via e-mail.

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.hahn@gmail.com
 - Alexander Papouchis, MS - alexpapouchis@gmail.com
 - Cam Sylvester, MA – camsylvester@gmail.com
- Office: 503-206-7336
Web: <https://gapyearassociation.org>
Address: PO Box 17427, Portland, OR 97217

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 and healthcare, 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 include 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 have the opportunity to engage in and reflect on a variety of different experiences throughout the term. The richness of this class will depend on the questions, insights, and active participation that you bring.
- **Personal Responsibility:** You are expected to engage fully in this class and take action if you need help. Please communicate any concerns about assignments, deadlines, or classroom activities.
- **Academic Integrity:** Please adhere to university policies. Please take special note of policies regarding plagiarism and course withdrawal. It is expected that each student will prepare his or her own assignments and that any assignments submitted will be the sole work of the student. Academic dishonesty, including cheating, plagiarism, or knowingly furnishing false information, will not be tolerated. The University's Code of Student Conduct may be found at <https://www.pdx.edu/dos/psu-student-code-conduct>.

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.

STUDENT ASSIGNMENTS:

A DAILY JOURNAL in English will be a descriptive study/journal of your semester. Use it to keep brief narratives of your daily experiences. It should contain notes on places visited, interviews, daily purchases, oral language activities, student observations of different and unique cultural traits, etc. Self-reflection is important and is a significant part of your journal grade. Self-reflection will involve answering questions that force you to think critically about your experiences. When writing journals consider questions like:

- How is this experience different from my expectations?
- What challenges have I faced throughout this experience? How am I overcoming them?
- Explore differences, similarities to your home culture.
- What have been the most poignant learning experiences? How has that impacted my world-view?

REQUIRED READING – must read at least one book or two articles from the Recommended Reading list and demonstrate knowledge learned and/or perspectives expressed (with citations) in your FINAL REPORT.

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

FINAL REPORT of insights gained from this international service experience. Our expectation is that the papers you submit will reflect college-level writing. Your report will be 8-12 pages in length. Reports must be typed (double spaced) with a cover page that includes your name, the quarter (eg. fall 2021), the international program attended, and course number.

Submit a comprehensive analytical paper that researches a health care issue of your choosing that is relevant to your region of travel. Give a detailed explanation of the issue, its history, 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%

DUE DATES, SUBMITTING JOURNAL AND FINAL REPORT:

Calendar/Schedule:

All course requirements must be submitted by:

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

Submitting Journals & Final Reports:

Please email your final report to the instructor, and post any necessary journals or supportive documents to:

The Gap Year Association
PSU Grading Instructor
PO Box 17427
Portland, OR 97217

*** Purchase tracking for anything you post as some materials have gotten lost in the past.

COURSE EVALUATION CRITERIA:

Daily Journal (30% of total criteria): Evaluation criteria include, but are not limited to, clearly presented ideas and observations, creative thought and appropriateness.

Final Paper (70% of total criteria): Evaluation criteria include, but are not limited to, complexity of grammar and verb use, format, content appropriateness, organization, analysis, originality and summarization skills.

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 minimum ONE book in the final assignment. The following books have been approved for this course. Any other books not a part of this list must first be approved by the Field Instructors.

All Regions:

Pathologies of Power: Health, Human Rights, and the New War on the Poor: 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: 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: 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: 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: 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: 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: 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.