Course title: Public Health Issues and Challenges in West Africa (French)
Course code: PUBH 3001 SNDS (FREN)
Programs offering course: Development Studies, Language and Culture
Language of instruction: French
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Fall 2020

Course Description

Over the last four decades, social sciences and humanities have allowed for the development of an understanding of health not just centered on illnesses but rather on a world vision where behaviors and popular practices are congruent with the vision of cultural groups while also being constrained with environmental realities. In Africa, although infectious diseases remain a priority in public health, in recent years we have noticed the increasing emergence of non-transmissible diseases and of environmentally related problems. Solving these public health issues require not only identifying principal causes but also ensuring active participation of communities in the effort to improve health, providing a good organization of the healthcare system with well-adapted funding. This is how we will reduce social inequalities in matters of health and contribute to the development of states. This course will introduce students to a world where public health is changing quickly and where global health is gaining more and more importance. Accordingly, it will contribute to the reinforcement of students' knowledge of key factors of health in the context of Africa. The course will include the following items: Introduction to basic concepts of public health Primary healthcare/Healthcare system/Health promotion Epidemiology of transmissible and non-transmissible diseases/Ebola Child health Mother's health Social protection.

Learning Objectives

By completing this course, students will:

- Distinguish areas in which public health is changing quickly and global health is gaining more and more importance;
- Analyze key health factors in the African context of Africa;
- Analyze most urgent priorities in public health that are found in developing countries and their interactions with socio-cultural and economic characteristics.

Course Prerequisites

Knowledge of biology and medical sciences are useful.

Methods of Instruction

Each theme will be presented in two parts:

- First, there will be students' presentations on some topics of the course followed by discussions (for each topic, students will be assigned to do research on the subject and its context in the USA. The first class will allow for these presentations)
- Second, there will be a summary by the teacher/facilitator (through slides presentation) on the specifics found on the topic
- Two field trips will be organized in Dakar etc.(Pediatrics unit; family planning unit)
- The teaching techniques used will be:
  - Video and slide presentations
  - Illustrated exposés
  - Case studies
  - Brainstorming
  - Sharing experiences and good practice; Field trip, etc.

Assessment and Final Grade

1. Classroom Presentations 20%
Case Studies

Each student must achieve three case studies in a group frame.

Report on Field Visits

Each student is expected to produce a 500 words report on one of the two fields visits.

Final Exam

The final exam will be a 15 questions questionnaire with multiple choice and open questions.

Classroom Participation

At least one answer to teacher's questions or classmates’ initial answers with personal observation or related to real world examples or presenting results of a current research on the topic.

Attendance

Class attendance standards at CIEE Dakar are as outlined below.

- Regular class attendance is required throughout the program.
- Excessively tardy (over 15 minutes late) students will be marked absent, and the student will be reminded of the policy at the time of the infraction.
- Students must notify their instructor beforehand, if they will miss class for any reason. Notification must be made via Canvas, and an email copy should be sent to the Center Director and the Program Assistant for Academic Affairs.
- Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship. Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.
- Students are responsible for any materials covered in class in their absence. Students who miss class for medical reasons must inform the instructor and provide appropriate documentation to the Center Director and the Program Assistant for Academic Affairs. Make-up opportunity will be provided to the extent this is feasible.
- Students are not permitted to travel away from the program site while classes are in session, unless part of a CIEE-organized excursion.
- Personal travel and/or travel delays are not considered justifiable reasons for missing class.
- Excused absences will not result in a grade reduction (up to the 20% absentee point), and the expectation is that, when possible, the missed classwork will be made up either by an alternative or additional means of assessment appropriate to the missed material.
- Excused absences will continue to count toward total percentage accumulation of missed classes, and more than 20% total class time missed may still result in removal from the course or program (reviewed on a case-by-case basis with the CIEE Regional Director of Operations and Academic Affairs in consultation with the Center Director).

An absence in a CIEE course will only be considered excused if:

- a doctor's note from a local medical professional is provided;
- a CIEE staff member verifies that the student was too ill to attend class;
- evidence is provided of a family emergency;
- the CIEE Center Director approves an absence related to an observance of a religious holiday.

Absences & Grade reduction
<table>
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<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Equivalent Number of classes</th>
<th>Minimum Penalty</th>
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<tbody>
<tr>
<td>Up to 10%</td>
<td>3 content classes, or 3 language classes</td>
<td>Participation graded as per class requirements</td>
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| 10 – 20%                               | 4—6 content classes, or 4—6 language classes | Participation graded as per class requirements; 3% grade deduction*; written warning  
(students with more than 10% of total course hours missed, or violations of the attendance policies in more than one class) will lead to an immediate written warning from the CIEE Center Director / Academic Director and notification to the student’s home school  
For absences that fall between 10-20% of total course hours, CD will issue additional written warnings to students, and notifications to the home school advisor, as relevant to the individual student situation. |
| More than 20%                          | 7 or more content classes, or 7 or more language classes | Automatic course failure, and possible expulsion                                   |

Subsequent absences totaling 20% or more of class time may result in failure and dismissal from the class and/or program, at the discretion of CIEE.

N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

Weekly Schedule

Week 1
Class:  

Session 1:  
- Program Presentation  
- Students’ expectations  
- Healthcare in Senegal

Session 2:  
- Public Health basic concepts  
- Reading session 2: Concepts en santé publique, Médecins du Monde

Week 2
Class:  

Session 1:  
- Introduction to global health; Primary health care & Health promotion

Reading session 1: WHO/Europe, Ottawa Charta for Health Promotion
Week 3
Class: .

Guest speaker on Community health issues in Senegal.

Week 4
Class: .

Rural visits.

Week 5
Class: .

Session 1:
- Poliomyelitis / National Immunization Days against Polio

Reading session 1: Éradication de la polio: Raisons d’être optimiste

Presentation Group 2

Session 2:
- Neglected Tropical Diseases / Mass distribution of drugs against NTD

Reading session 2: Le Sénégal a élaboré un nouveau plan pour réduire l’impact des Mtn

Week 6
Class: .

Session 1:
- Main challenges about transmissible diseases (Tuberculosis, Malaria)

Reading session 1: Le chemin de l’élimination du paludisme au Sénégal nous mène à Richard-Toll

Session 2:
- Main challenges about transmissible diseases (AIDS)

Reading session 2: Sida et tuberculose: une nouvelle ère dans la lutte contre les grandes épidémies

Week 7
Class: .

Session 1:
- Hemorrhagic fevers (Ebola, Dengue, yellow fever...)

Reading session 1: Le journal d’Ebola: écouter pour apprendre par Cheikh Ibrahima Niang

Session 2:
- Non-transmissible diseases (Diabetes, Hypertension)

Reading session 2: NCD in Africa: youth are key to curbing the epidemic and achieving sustainable development

Week 8
Session 1:
- Diarrhea and WASH (Water Sanitation & Hygiene)

Reading session 1: WASH and inequalities

Session 2:
- Nutrition

Reading session 2: Socio-cultural determinants of infant malnutrition in Cameroon

**Week 9**

Class:

Session 1:
- Expanded program of Immunization of Senegal

Reading session 1: Impact positif sur le Programme élargi de vaccinations de l'envoi de SMS de rappel à partir d'un registre informatisé

Session 2:
- IMCI (Integrated Management of Childhood Illness)

Reading Session 2: Prise en charge intégrée des maladies de l'enfant (PCIME): Case studies

**Week 10**

Class:

Field visit at a health structure: Saint-Martin Dispensary.

- Report on the field visit

**Week 11**

Class:

Session 1:
- Reproductive Health -

Reading session 1: Grossesse, accouchement et cultures: approche transculturelle de l’obstétrique

Presentation Group 4

Session 2:
- Maternal mortality

Reading session 2: Mortalité maternelle: Case studies

**Week 12**

Class:

Field visit to a family planning unit

- Report on the field visit

**Week 13**

Class:
Session 1:
- Prevention of cancer in women

Reading session 1: Problématique de la prise en charge des cancers du sein au Sénégal

Session 2:
- The anti-Tobacco Program of Senegal

Week 14
Class: .
Guest speaker on the Senegalese Program on Mother and Child Health.

Week 15
Class: FINAL EXAM

Course Materials
Readings
Afhea, La couverture maladie universelle: état de mise en œuvre
http://afhea.org/docs/presentationspdfs/Mbengue_La%20Couverture%20Maladie%20Universelle%20au%20Sénégal-%20%20Etat%20de%20mise%20en%20oeuvre,%20leçons%20et%20

Concepts en santé publique, Médecins du Monde

Grossesse, accouchement et cultures : approche transculturelle de l'obstétrique

Impact positif sur le Programme élargi de vaccinations de l'envoi de SMS de rappel à partir d'un registre informatisé

Le Sénégal a élaboré un nouveau plan pour réduire l'impact des Mtn

Mortalité maternelle
http://www.who.int/fr/news-room/fact-sheets/detail/maternal-mortality

PRB, NCD in africa: youth are key to curbing the epidemic and achieving sustainable development
https://assets.prb.org/pdf15/ncds-africa-policybrief.pdf

Prise en charge intégrée des maladies de l'enfant (PCIME)
http://www.who.int/maternal_child_adolescent/topics/child/imci/fr/

Problématique de la prise en charge des cancers du sein au Sénégal
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5268747/

Sida et tuberculose : une nouvelle ère dans la lutte contre les grandes épidémies

Socio-cultural determinants of infant malnutrition in Cameroon
UNICEF, Éradication de la polio : Raisons d’être optimiste
https://blogs.unicef.org/fr/blog/eradicaton-de-la-polio-raisons-detre-optimiste/

WASH and inequalities

WHO/Europe, Ottawa Charta for Health Promotion

WHO, Le journal d’Ebola: écouter pour apprendre par Cheikh Ibrahima Niang
http://www.who.int/features/2015/ebola-diaries-niang/fr/

Zeropalu, Le chemin de l’élimination du paludisme au Sénégal nous mène à Richard-Toll