Public Health in Tanzania

COURSE DESIGNATOR: TANZ 3005
NUMBER OF CREDITS: 3

Language of Instruction: English
Contact Hours: 45; Weekly schedule varies

COURSE DESCRIPTION
The course will explore the concept of public health, its systems and structures in the Tanzanian context and related challenges. The course is based on intensive class work, group discussions, independent study and research, and observations during field excursions. The course employs a participatory teaching approach combined with individual research, presentations based on experience and observations, and case studies. In addition the course aims at enabling the student to understand how theory is translated into practice and how practice impacts on the lives of citizens in Tanzania.

COURSE OBJECTIVES
• Provide a historical overview of the concept, systems, and structures of public health in Tanzania.
• Understand the current thinking of public health and epidemiology in the Tanzanian context.
• Appreciate the burden of disease Tanzania, related challenges and successful interventions.
• Understand the factors affecting health, delivery of health care, and formation of health policy.
• Examine the concept of the right to health in the Tanzanian context
• Analyse the various public health interventions at national, local and household levels

LEARNING OUTCOMES

GENERAL OUTCOMES
At the end of the course students should be able to fully comprehend the public
health system and its related challenges in the Tanzanian context. The students will learn about the various interventions applied by various actors ranging from the Government, commercial private sector and non-state actors with varying levels of success. They will be able to conduct a comparative analysis of different contexts and acquire an in-depth understanding of the factors that underpin public health interventions.

**COURSE-SPECIFIC OUTCOMES**

This course will provide students with a practical grasp of the perception of public health and challenges encountered in the Tanzanian context. At the end of the course, students should be able to:

- Comprehend the historical overview of the concept, systems, and structures of public health in Tanzania.
- Analyse the various public health interventions, as well as advantages and disadvantages of each.
- Link the theories and policies of public health to the practice at household, local and national levels.
- Appreciate the infrastructural, political and socio-economic, and cultural constraints in tackling the burden of disease in Tanzania.
- Describe the role of the various actors in the public health sector.
- Propose alternative ideas about improving interventions in the public health sector.

**METHODOLOGY**

This course has been designed to take on a blended learning approach so as to enable the student to fully maximize his/her learning potential. This means that students will be taken through the theories (mini lectures) that underpin the practice on the ground and also given an opportunity to interact with the reality as it unfolds on the ground. Our active learning methodology entails a hands-on approach that involves the following;

- Description of real or imaginary cases for discussion and learning
- Questions for consideration and reflection (one page papers)
- Exercises, cases for self studies and materials for group work exercise
• Lectures and presentation of public health related documents
• Field visits to local public health facilities, clinics, traditional community healers, and NGO projects

COURSE SCHEDULE AND DESCRIPTION

Module 1: Overview of the Public Health System
1.0 History & science of public health in Tanzania.
1.1 Concept of public health & epidemiology in the Tanzanian context
1.2 The Burden of disease Tanzania Challenges to PH (violence, sanitation, social injustices, brain drain, politics and global funds).
1.3 Role of community health workers in promoting environmental health.
1.4 The right to health in Tanzanian context.
1.5 Millennium Development Goals – Where is Tanzania in regards to meeting the MDGs?
1.6 Public health Interventions:
   • Measuring population health status
   • Policies / Strategies to promote health (PMCT), behavioural change interventions, MDGs)
   • Governance and public health (role of decentralization).
   • Role of public-private partnerships in promoting health
   • Activism and public health – NGOs, lobbying

Module 2: The determinants of health in Tanzania
2.1 Social variables: culture, religion, influence of media
2.2 Economic factors
2.3 Environmental factors e.g Solid waste management, water & food safety,
2.4 Personal factors: level of education, hygiene etc.

Module 3: Public health
3.1 Community welfare and health needs assessment.
3.2 Place of traditional healers and herbalists in the Tanzanian health system.
3.3 Link between health and development

3.4 Role of national education system in promoting health

ASSIGNMENTS AND EXAMINATIONS

There will be two written exams (non cumulative). Exams will be composed of structured questions, short and long answer questions taken directly from class presentations, assigned readings and the excursions. In addition, there is an ongoing project (CAP) that students continue to develop as they work through the course and incorporate data from field visits and their field journal. Bi-weekly reflection papers are based on guided questions from the instructor which link theory to reality and require students to incorporate personal research.

1. Mid-term exam (20%)
2. Final exam (30%)
3. Participation in excursions and field work (10%)
4. Individual project and presentation (20%)
5. Individual and small group assignments on Journal article critiques (20%)

CRITERIA FOR GRADING AND GRADING STANDARDS

Summary of how grades are weighted:

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<thead>
<tr>
<th>Alpha</th>
<th>US</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>A</td>
<td>93+</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
<td>Achievement that meets the course requirements in every respect.</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>Grade</td>
<td>Percentage</td>
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<td>D</td>
<td>60-66</td>
<td>requirements.</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
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ATTENDANCE POLICY

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. The assigned readings relate to topics that will be discussed in the week to follow and can be found in your course reader. This allows you to prepare for class discussions in advance. If you should like to investigate any given week’s topics further please refer to the recommended readings listed.

If you need to miss class for medical reasons, please let the Director of Academic Affairs know in advance of meetings so plans can be made accordingly. If you miss any meetings without an excused absence from the Director, your final grade will be dropped accordingly. In the case of absences, it is the student’s responsibility to find out what information was given in class including any announcements made.

STUDENT ACADEMIC INTEGRITY AND SCHOLASTIC DISHONESTY

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying
data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

**REQUIRED READING/MATERIALS**

**A. Public health Books;**

5. Malaria in Africa; challenges in public health; Olaf Muller; (2011).
9. Introduction to public health; Third Edition; Mary Jane Schneider (2010).

**B. Public Health Videos**

2. Sick around the world (2008).
3. DVD 56 min AVW 74.1S53f 2008.
5. Most of these could be obtained from the Barr Library’s video collection, which focuses on Public health.
6. BBC documentary series supported by the Schistosomiasis Control Initiative at Imperial College London; Naomi Weston (2008).