INSTRUCTOR: David Lamptey	WEEK: 25th Ending: XX – XX – XX

SUBJECT: Public Health

SPECIFIC TOPIC: *Community and Health*

INSTRUCTIONAL GOAL:

Students will be able to:

- Understand what culture is
- Understand the aspects of culture that can influence healthcare
- Understand the cultures of western medicine as well as traditional medicine
- Identify the benefits and drawbacks of both western and traditional medicine
- Understand the relationship between social networks and health
- Describe the ways that the workplace can affect your health
- Understand how occupational health is related to sustainable development
- Understand how illnesses such as HIV/AIDS can affect African businesses

<u>LESSON CONTENT</u>

CULTURAL PRACTICES AND HEALTH

Class Discussion: Ask the class, "What is culture?" And after a brief discussion, give the definition that culture is the sum total of the ways of living, including values, beliefs, standards, language, ways of thinking, behavioral norms and communication styles.

   Culture influences healthcare and the practice of health in many obvious and not-so-obvious ways. Begin by asking the class to aspects of culture that influence healthcare. Some examples include:

1. Religion
2. Ethnicity (Race?)
3. National origin (language)
4. Gender
5. Age
6. Education
7. Educational status
8. Mobility (including disabilities and handicaps)

THE CULTURE OF WESTERN MEDICINE

- Meliorism – make it better
- Dominance over nature – take control
- Timeliness – sooner not later

- Therapeutic aggressiveness – stronger is better
- Standardization – treat similar ailments the same way

THE CULTURE OF SOME HERBAL (TRADITIONAL) MEDICINES
- Cautious deliberation
- Gentle approach
- One medicine for all ailments
- Accept with grace

Discussion Questions: What are the benefits and drawbacks of each type of medicine? Should we accept one culture of medicine over the other? Would it be better to combine aspects of the two cultures in Ghana's healthcare system?

CASE STUDY

In South Africa, Zulu families have lots of chickens and cattle. Years ago, it was considered financially wasteful to eat an egg that could be sold, and eggs were thought to make girls promiscuous. However, today the Zulu families eat lots of eggs in their diet. Milk was a different issue, though. Milk was not only in short supply, but was also deeply involved in their cultural beliefs. Cattle were associated with revering the ancestors among the Zulu people, and only the relatives of the head of a household could use the milk produced by his cattle. This meant that no family could supplement their milk with the milk of a family from beyond their kin group. It was and is still also customary for girls to not drink milk after puberty. In this case, emphasizing the nutritional benefits of milk could not by itself be expected to help the Zulu families have more nutritious diets. The Zulu people managed to overcome this issue when powdered milk was introduced to the community. Thus families could use powdered milk as a supplement to their own milk when a family's cattle did not have enough milk to feed a Zulu family.

DISCUSSION QUESTIONS: In what way(s) did Zulu culture influence their diets? How does culture influence our own nutritional habits? In cases where our culture limits what we can and cannot eat, are there alternatives that our community will accept to ensure that we can remain healthy?

SOCIAL NETWORKS AND HEALTH

People around the world have support systems such as family, friends, and community members who support them throughout their lives. In fact, it has been found that the greater a person's social support system, the less likely they are to become ill in certain ways. Show the class the following data presentations from a lecture given by the Director of Harvard Center for Population and Development Studies Lisa F. Berkman and practice interpreting what messages they communicate:
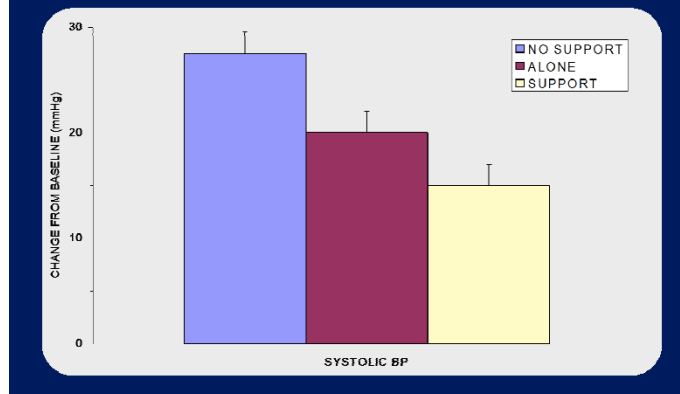
Social Roles and Colds
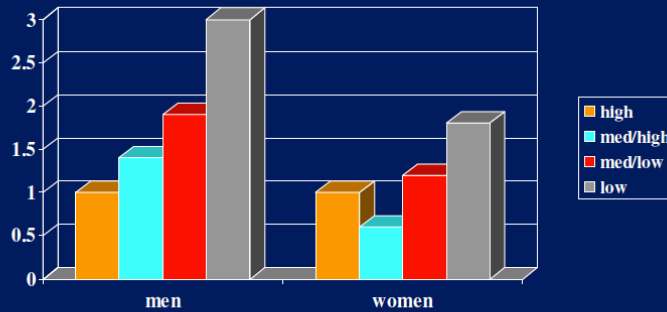### Cohen et al JAMA,1997
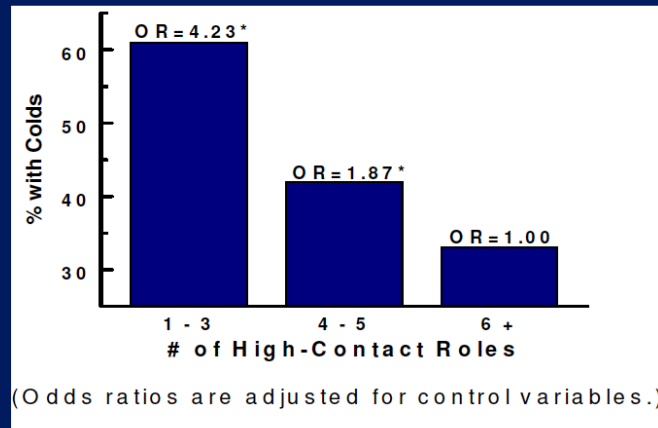
Social Networks and Health by Director of Harvard Center for Population and Development Studies Lisa F. Berkman

Social Support and Blood Pressure Reactivity to Challenge: experimentally induced blood pressure reactivity

Social Networks and Health by Director of Harvard Center for Population and Development Studies Lisa F. Berkman

Social integration and mortality in a French occupational cohort: EDF-GDF employees

Adjusted for age, occupational grade, cigarette smoking, alcohol consumption, BMI, depressive symptoms, self-rated health, and geographical region.

Social Networks and Health by Director of Harvard Center for Population and Development Studies Lisa F. Berkman

BUSINESS INSTITUTIONS AND HEALTH

Businesses and a nation's economy can influence individual and public health in many ways. In order to think about all of the ways that businesses can influence a person's health, lead the class through the case study on palm oil below.

OCCUPATIONAL HEALTH

The following section was written using information contained in the WHO's *Occupational Health: A Manual for Primary Healthcare Workers*.

There are many different ways that your workplace can affect your health. If you work at a chemical plant or a construction site, for example, your workplace can pose physical, chemical and/or biological harm to your body. The can include air contaminants, chemical hazards, biological hazards, physical hazards, radiation, psychosocial factors and accident factors. When there are health hazards in your workplace, you can get an occupational disease, another type of disease, or a preexisting disease that you have may get worse. Occupational diseases are adverse health conditions whose occurrence or severity is related to exposure to factors on the job or in the work environment. The workplace can also put stress and unhealthy psychological pressure on you that can affect your life outside of the workplace.

Particularly in developing countries, workplaces are becoming more mechanized. Many businesses treat workers as production tools, sometimes putting their health at great risk. Businesses that practice this are not sustainable. Thus occupational health is a key element of sustainable development. Occupational health contributes to sustainable development by:

1. Protecting workers from accidents and diseases
2. Encouraging the use of safe, low-energy, low-toxic-emission and low-waste technology
3. Preventing disturbances in the production process that allows for increased productivity and product quality
4. Decreasing environmental hazards and burdens
5. Decreasing overall costs since businesses will have to deal with far fewer sick or injured workers
6. Facilitating a healthy, productive and motivated workforce

7. Providing warning signs for health hazards that might not only be affecting the workplace but also the general community

The best ways to increase your own occupational health are to minimize as best you can the hazards present in your workplace. Wearing personal protective equipment, measuring worker exposure to toxins such as lead, and treating the occupational diseases efficiently and promptly all help care for workers' occupational health.

CASE STUDY

When looking to invest in a business, investors seek to find a business in a country that has the most productive as well as the lowest cost workforce. In much of Africa, labor is abundant, affordable and very cheap. Thus in this way African businesses have a competitive advantage in attracting investors. However, if HIV/AIDS decreases the productivity and increases the cost of the workforce, then African businesses may seek to be as appealing to investors. HIV/AIDS affects the international competitiveness of African businesses in many important ways:

1. Labor Supply – worker deaths resulting from AIDS directly reduces the number of workers available. When workers die during their most productive years, younger and less experienced workers will replace them. This causes a decrease in total productivity that decreases overall international competitiveness.
2. Profitability – AIDS also reduces the profitability of African businesses by decreasing the profitability of African workers.
3. Other Impacts – AIDS can also affect worker morale, labor relations, demand for output and other ways that are difficult to quantify.

If African businesses are to succeed, they need a reliable supply of appropriately skilled laborers. However, across Africa professionals are in short supply and the cost to train a professional is often very great. Thus HIV/AIDS can often take detrimental tolls on businesses requiring skilled laborers. Additionally, businesses employing individuals with HIV/AIDS can expect to incur large costs. Individuals may take a great number of sick days because HIV-infected individuals are much more susceptible to serious attacks of malaria, TB, STIs, skin rashes, diarrhea and other illnesses. Productivity can also decline when workers who are sick come to work but are unable to perform at their usual levels as a result of their illness.

Factors Leading to Increased Expenditures	Factors Leading to Decreased Revenue
Costs of healthcare	Absenteeism resulting from illness
Burial fees	Time off work to go to funerals
Training and recruitment costs	Training time
	Turnover of labor
	Reduced worker productivity

Discussion Questions: How does HIV/AIDS affect foreign investment in African businesses? How does HIV/AIDS affect individual businesses? As far as business goes, why is it important to limit the prevalence of HIV/AIDS in Africa?

MATERIALS AND AIDS:
▪ Lecture notes
▪ Handouts with graphs on them or chalk to draw the graphs on the board

TEACHING AND LEARNING ACTIVITIES:
Teacher will explain:

- What culture is
- The aspects of culture that can influence healthcare
- The cultures of western medicine as well as traditional medicine
- The benefits and drawbacks of both western and traditional medicine
- The relationship between social networks and health
- The ways that the workplace can affect your health
- How occupational health is related to sustainable development
- How illnesses such as HIV/AIDS can affect African businesses

EVALUATION

Sample homework

1. What is culture?
2. Give three examples of ways that your culture influences healthcare.
3. What are the drawbacks of western medicine?
4. What are the benefits of traditional medicine?
5. What is the relationship between social networks and health?
6. Predict a set of data that portray the relationship you described in question #5. The data should relate to the relationship between cholesterol levels (low cholesterol levels are generally regarded as healthier than high cholesterol levels) and the number of friends/family members that a person has (assuming that all of the friends have the same social effect).

Resources / references:

Berkman, Lisa F. "Social Networks and Health." World Health Organization. 4 June 2010. http://www.who.int/healthinfo/15_Social_Networks_Berkman_ok.pdf

"Theory at a Glance: A Guide for Health Promotion Practice." U.S. Department of Health and Human Services. Second Edition. http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf

"Cultural Diversity and Healthcare." University of California Los Angeles.

Hyder, Adnan Ali and Richard H. Morrow. "Chapter 2: Culture, Behavior, and Health." http://www.jblearning.com/samples/0763729671/chapter_02.pdf

"The HIV/AIDS Crisis: How Does HIV/AIDS Affect African Businesses?" United States Agency for International Development (USAID). http://commdev.org/files/965_file_PNACN454.pdf

Govender, R.D. "The Barriers and Challenges to Health Promotion in Africa." South African Family Practice. Nov/Dec 2005. http://reference.sabinet.co.za/webx/access/electronic_journals/mp_safp/mp_safp_v47_n10_a8.pdf

"Occupational Health: A Manual for Primary Healthcare Workers." World Health Organization. Cairo, 2001. http://www.who.int/occupational_health/regions/en/oehemhealthcareworkers.pdf

INSTRUCTOR: David Lamptey	WEEK: 26th Ending: XX – XX – XX

SUBJECT: Public Health

SPECIFIC TOPIC: *Health Advocacy*

INSTRUCTIONAL GOAL:

Students should be able to:

- Understand the definition of advocacy as well as the activities that it includes
- Understand the differences between individual, service and governmental advocacy
- Be able to categorize actions as individual, service or governmental advocacy measures
- Propose examples of advocacy at the individual, service and governmental levels engaging topics such as malaria, teenage pregnancy, youth violence and substance abuse
- Understand how the chief fisherman of Oshiyie functions as an advocate

LESSON CONTENT

DEFINING ADVOCACY

Class Discussion:

    Ask the students in the class to each say two words that come to mind when you mention "advocacy." Record their comments on the board. Student responses might include: defending, communication, building support, influence, decision-making, change or persuasion.

    After the class has come up with this list, write on the board that **advocacy** is an action directed at changing the policies, position or programs of any type of institution. Health advocacy are those actions directed at changing institutions involved in the health sector.

Advocacy includes:

1. Building support for an issue or cause
2. Influencing other people to take action
3. Persuading government officials to prioritize particular programs or approaches
4. Informing the public as well as opinion leaders about the facts of a particular issue
5. Generating support from community members and successfully getting communities to press for a particular action with you

There are many different ways to be an advocate in your community, and these are best described by the level of social action that they involve.

INDIVIDUAL ADVOCACY

Individual advocacy involves actions that benefit yourself or a single person. For example, a single student exercising independently after school and a mother telling her son to wear a helmet while he rides his bike are both examples

of personal advocacy.

SERVICE ADVOCACY

Service advocacy involves actions that benefit a small group. For example, a village coming together and dedicating a particular field to any young people who want to play football would be an example of service advocacy.

GOVERNMENTAL ADVOCACY

Governmental advocacy involves sustainable action designed to benefit a large group, particularly those actions influencing governmental policies. Advocacy itself centers on changing opinion about a policy, specifically the opinion of policymakers, in order to achieve a particular policy change. It is often necessary to try to change the opinion of the media, community and religious leaders and healthcare providers before conducting advocacy activities.

Class Activity: Divide the students into small groups and assign each group a different issue related to health. Some sample issues that could be used are malaria, teenage pregnancy, youth violence and substance abuse. Instruct the students to brainstorm actions that can influence their assigned issue at each of the levels of advocacy (individual, service and governmental). Students can record their answers in a chart. The groups should then take turns coming up to the front of the class and presenting their charts on the board.

CASE STUDY #1

In Ghana, there is a village called Oshiyie that lies on the coast. This village is home to many fishermen. This village has many competitors for their fishing rights, and often has to talk to large companies interested in interfering with the livelihoods of the fishermen. In order to effectively communicate with these entities, the fishermen chose one of them to act as the chief fisherman of Oshiyie. This fisherman acts as the spokesperson for the group of fishermen and at times will help settle disputes among the group.

DISCUSSION QUESTIONS: In what ways is the chief fisherman of Oshiyie an advocate? Who or what does he advocate for? At what level(s) of advocacy does he typically work? Given an example of an action that the chief fisherman could take at each level of advocacy (individual, service and governmental).

Have the students complete the advocacy worksheet in class individually. Then have the students turn to a neighbor and go over their answers with that person. After everyone has done this, go over the answers with the entire class by calling on pairs to each give one answer.

CASE STUDY #2

The following is taken from the Daily Graphic's "Anti-Smoking Campaign in Ghana." (See References).
In 2013, a group of campaigners from the anti-smoking coalition arrived in Ghana to work with the GHS and the media to encourage the passing of tobacco free laws in Ghana. This group plans to advocate for the passing of the National Tobacco Control Bill in Ghana that will give legal weight to the ratification of the tobacco control treaty passed by the WHO in 2003 known as the Framework Convention on Tobacco Control. The team is made up of members from Physicians for a Smoke-Free Canada and Environment Rights Action/Friends of the Earth, Nigeria. These advocates are scheduled to meet with officials of the Food and Drugs Board (FDB), the Customs, Exercise and Prevention Service (CEPS), the GHS as well as some top media representatives. While speaking to employees of the

Daily Graphic, Executive Director of the Physicians for a Smoke-Free Canada, Dr. Cynthia Callard, said that there was the need to protect the lives of non-smokers from the activities of those who had chosen to die through smoking and, therefore, called for the immediate passage of the bill. She said countries should not be deceived by the few dividends they received from tobacco manufacturing companies, since they ended up spending even more on the health of the people because of the effects of tobacco. Director Callard said that Ghana's failure to pass the bill was making the rest of the countries in the sub-region to adopt wait-and-see attitude, since many of them considered Ghana as a pacesetter when it came to policy formulation. Director Callard also mentioned that it was important that stringent measures were adopted to free the world of tobacco, since 50 per cent of people who smoked globally would eventually be killed by tobacco if they did not stop it.

DISCUSSION QUESTIONS: Do the members of this group seem to have the expertise to make a difference regarding this issue? Do you think that their background on this issue makes them better able to work towards their goal? Why do you think that these campaigners chose to meet with the representatives that they did? Is this an effective advocacy action? Which level of advocacy are these campaigners working at?

MATERIALS AND AIDS:
- Lecture notes
- Paper and pen
- Blackboard
- Copies of advocacy worksheet

TEACHING AND LEARNING ACTIVITIES:

Teacher will explain:
- The definition of advocacy as well as the activities that it includes
- The differences between individual, service and governmental advocacy
- How to categorize actions as individual, service or governmental advocacy measures
- Examples of advocacy at the individual, service and governmental levels engaging topics such as malaria, teenage pregnancy, youth violence and substance abuse
- How the chief fisherman of Oshiyie functions as an advocate

EVALUATION: one class Assignment, one homework
1. What is the term for an action directed at changing the policies, position or programs of any type of institution?
2. Name four things that advocacy includes.
3. What is individual advocacy?
4. What is service advocacy?
5. What is governmental advocacy?
6. Mary has noticed that many of the ladies at her church are overweight. Mary asks a nutritionist to come and speak at the church to encourage the women to lose weight. What kind of advocacy is Mary engaging in?
   A. Individual
   B. Service
   C. Governmental
   D. General

RESOURCES / REFERENCES:

"Mobilising Communities on Young People's Health and Rights: An Advocacy Training Guide." Family Care International. June, 2008. http://www.familycareintl.org/UserFiles/File/Anglo_TrainingGuide_June2008.pdf

"Lesson Eight: Understanding Health and Social Advocacy." Stanford Prevention Research Center. http://smysp.stanford.edu/education/phac/documentation/lesson8.pdf

"Straight to the Point: Mapping an Advocacy Strategy." Pathfinder International. http://www.pathfinder.org/publications-tools/pdfs/Straight-to-the-Point-Mapping-an-Advocacy-Strategy.pdf

"Anti-Smoking Campaign in Ghana." The Daily Graphic. http://www.ghanahealthservice.org/articles.php?nd=51&tt=%20Anti%20smoking%20campaign%20in%20Ghana

INSTRUCTOR: David Lamptey	WEEK: 27th Ending: XX – XX – XX

SUBJECT: Public Health

SPECIFIC TOPIC: *Health Campaigns*

INSTRUCTIONAL GOAL

Students will be able to:

- Understand the steps of a successful health campaign
- Distinguish between a campaign utilizing effective steps and a campaign utilizing ineffective steps
- Understand how to draw up and use a positional map

<u>LESSON CONTENT</u>

STEPS OF SUCCESSFUL HEALTH CAMPAIGNS
(from *Ten Common Elements of Successful Advocacy Campaigns* by Pat Libby)

1. **<u>Identify an issue</u>** –
   Although this sounds like a simple task, this is arguably the most important and should not be rushed. Pick something that is not only important to you, but also has the promise of appealing to a wide variety of individuals and organizations. Also make sure that the issue you pick will be relevant to policymakers and the people who you are trying to influence.

2. **<u>Research the issue</u>** –
   After choosing your issue, carefully and extensively research all areas of your topic. Your ability to provide consistent and comprehensive analyses of your issue will directly affect your ability to convince others to join your efforts of form a coalition. Make sure that you consider all sides of the argument. This is the stage where you should develop a particular stance that you will take regarding your issue.

3. **<u>Create a fact sheet</u>** –
   After doing extensive research on your issue, distill all of your research down into an easy-to-understand and comprehensive fact sheet. It is not advisable to make this fact sheet unnecessarily long. Try to hit the main points about your issue. These will be the facts that you refer to when you later spread word about your issue to others. This will also help you shape your own position regarding your issue.

4. **"Brand" the issue** –
   In order for a health campaign to be successful, you need to figure out how to package your issue so that people hearing it for the first time will think that they understand the issue. You also need to make sure that people hearing it for the first time will remember your message and accurately share with others what you are trying to say. Framing your issue is involved in branding. Framing your issue involves positioning and explaining your issue in such a way that people who might take a different angle toward your issue are inclined to rather view the issue from your angle. The name of your campaign is its calling card – it needs to

be precise and memorable for your campaign to be successful.

5. **Map out possible supporters and detractors** –

For almost every issue there will be people who take one side and people who take another. There are also people who take even more opinions, creating many positions that can be held on a particular issue. In other words, there are people who will do anything to move your issue forward and there are also those who will do anything to make sure that your issue does not move forward and all those people in between. When mapping out your possible supporters and detractors, it is important to think about them as a continuum. The reason that the word continuum is used is because on both sides of the "for" and "against" divide you will find a wide variety of individuals and organizations who will feel hot and cold and all types of warm about your issue. It is important to consider all of these people in thinking about your possible supporters and detractors. After thinking about all of these individuals and organizations, you should make a positional map to help you visualize who is where on your continuum. An example of a positional map is shown below:

Positional Map

Opposition   Proponents

Perpetrators

Law Enforcement

Prosecutors

- Victims
- D.V. Advocates
- Animal Welfare Advocates
- Animal Control
- The Pets

Ten Common Elements of Successful Advocacy Campaigns by Pat Libby

6. **Form a coalition** –

After forming a positional map, you can now try to convince the "proponents" who you identified in your map to support your campaign. There are three main points about coalition building:

A. *Keep your eyes open for unexpected supporters* – the more far-reaching your coalition, the more likely it is to attract policymakers from across the political and ideological spectrum

B. *Not everyone needs to work on your issue in exactly the same way* – don't be distraught if everyone is not doing an equal amount of work. However, you should be sure to make sure that at least these tasks are being accomplished:

   i. *Rough timeline* – you should make sure that you have a rough timeline for the campaign as well as the steps that need to be taken along the way.

   ii. *Identify the core members and how decision-making will occur* – before these decisions come up, it is important to establish an agreed-upon process to make decisions. Will you make decisions based on the majority vote? By consensus? Does everyone have an equal vote? Who will break ties or how will ties be broken?

   iii. *Which organizations or individuals will be responsible for each process* – who will hold these organizations accountable for their commitments? Does the work done by these small groups

need to be approved by the larger group?
　　　　　iv.　*Who is the primary point person who policy aids and their spokespeople will speak to about your issue*?
　　　　　v.　*Who will be in charge of addressing the media*?
　　C.　Be sure to enlist supporters who live near or are connected to the politicians you are trying to influence

7. **Develop educational materials** –

   This step is about mobilizing and educating people. First, identify the people who are solidly behind you and who will help you educate others about your issue. Do this by first taking inventory of your coalition members and find out who is very well informed about your issue and who may take a sidelines approach. Some of your coalition members will be eager to speak about their direct experience with your issue, and others might be willing to write letters, make phone calls or send emails and faxes regarding the issue. Some may even have extensive social networks that you can use to reach more people about your issue. Make sure you find out how many people will be willing to spread information about your issue as well as ensuring that you have a variety of supporters and methods of communication available to your coalition.

8. **Launch a media campaign** –

   The mass media can play an important role in creating awareness and knowledge, in stimulating interpersonal communications and in recruiting individuals to participate in campaign activities. Not all media sources are equal, however. The perceived credibility of a communication source or channel will directly parallel the effectiveness of a communication campaign.

Health communication and social marketing may have a few differences, however, they share the same goal: changing people's attitudes, external structures and modifying/eliminating certain behaviors in order to create social change. Someone who is in health communications or social marketing will make and use products, programs and interventions to promote changes in the health of individuals as well as of communities. To do this, health communications and social marketing workers will use strategies and tactics based on science and consumer research.

Class Activity: List the following phrases on the chalkboard:
- **Fasten** your seatbelt.
- **Eat** more vegetables.
- **Pull over** to make a phone call when driving.
- **Use** recycling bins.
- **Get** a mammogram (explain to students if they seem unfamiliar with what a mammogram is).
- **Talk** to your doctor.

Ask the class what the bolded (on the chalkboard the teacher might want to underline the words) have in common. After discussion, suggest that the words describe problems to be addressed by changing behavior.

In order to see people take the actions listed above, research can be conducted to find out who you should target as your audience and how best to communicate your message to them. **Social marketing** is about identifying specific audiences, describing the benefits you will offer, and creating interventions that will influence or support the change you want to see.

Health communication is defined as the study and use of communication strategies to inform and influence individual decisions that enhance health. Health communications involves answering questions about research such as:

1. What's out there?
2. What do we want to accomplish?
3. Who do we want to reach?
4. What do we want to say?
5. Where do we want to say it?
6. How do we want to say it?
7. How do we want it go get used?
8. How well did we do it?

9. **Approach elected officials** –
   In order to produce widespread and long-lasting change, you need to seek out and convince elected officials in your area to make or change policies in support of your issue. Pay visits to your elected officials and encourage members of your coalition to approach elected officials and their representatives. Getting elected officials on your side who will support you will lead to progress on your issue.
10. **Monitor progress on the issue** –
    After approaching your elected official and initiating substantive change on your issue, be sure to monitor to what extent and at what pace progress on your issue is being made. You can monitor progress by communicating with your elected officials, checking in on members of your coalition who are working on the specific area you are interested in, and checking in on governmental actions regarding your issue. If you do not check up on the progress on your issue, then you risk setbacks and delays that could undo all of the hard work you put into advancing your issue. Making sure that you or someone you trust is monitoring the progress on the issue is vital to prolonged efforts to advance the case of your issue.

MATERIALS AND AIDS:
- Lecture notes
- Chalk and chalkboard

TEACHING AND LEARNING ACTIVITIES:
Teacher will explain:
- The steps of a successful health campaign
- How to distinguish between a campaign utilizing effective steps and a campaign utilizing ineffective steps
- How to draw up and use a positional map

EVALUATION
Sample quiz
1. What is the first step toward coordinating a successful health campaign? Why is it important?
2. What is the "calling card" of your company?
3. What does it mean to "brand" your issue?
4. What is a positional map?
5. Draw a positional map for the following issue and individuals:

Issue: dumping of chemicals in the ocean

Action you want to take: banning dumping in the ocean off of the coast of Oshiyie

List of people who might fit onto your positional map: large businesses who regularly dump in the ocean; families of Oshiyie; environmentalists; government of Ghana; fishermen of Oshiyie

6. What is the first thing you should do when developing educational materials to support your advocacy campaign?
7. Who should you encourage to approach elected officials about your issue?
8. Why is it important to monitor progress on your issue?

Resources / references:

Libby, Pat. Ten Common Elements of Successful Advocacy Campaigns. http://www.sagepub.com/upm-data/41868_6.pdf

"Background on Health Communication Campaign."

| INSTRUCTOR: | WEEK: 28th |
| David Lamptey | Ending: XX – XX – XX |

SUBJECT: Public Health

SPECIFIC TOPIC: *Review of Sustainable Development*

INSTRUCTIONAL GOAL:

Students should be able to:

- Review the definitions of sustainable development and maintenance culture
- Understand the factors that inhibit sustainable development in Ghana
- Understand the consequences of not practicing sustainable development
- Know how to sustain their own development in life
- Understand the benefits to practicing sustainable development

LESSON CONTENT

REVIEW SUSTAINABLE DEVELOPMENT AND MAINTENANCE CULTURE

Sustainable development is the process of improving the conditions of living of a people by a country. Sustainable development is a process of development that is steady and undisturbed.

Sustainable development is measured in terms of time, influence as well as impact (effect).

Maintenance culture is a culture that encourages people to take care of things (such as buildings, machines and documents) to keep them in their original state for as long as possible. Maintenance is performed through mending or repairing things properly and promptly as well as preventing further damage and deterioration.

Sustainable development goes hand-in-hand with maintenance culture.

FACTORS THAT HINDER THE SUSTAINABILITY OF GROWTH AND DEVELOPMENT IN GHANA

1. Use of poor quality materials
2. Low quality work
3. Attitude of postponing repair
4. Apathy towards public enterprise or property
5. More concern about present than future
6. Lack of efficient human resources
7. Lack of adequate and sustainable financial resources
8. Project of previous governments abandoned by following governments
9. Military interventions in the political process

CONSEQUENCES OF NOT SUSTAINING DEVELOPMENT

1. Spending more money on delayed repairs
2. High possibility of losing property and abandoning objects
3. Failure to improve living conditions
4. Failure to reduce poverty

Without sustainable development, poverty in Ghanaian culture will not be reduced.

WAYS TO SUSTAIN GROWTH AND DEVELOPMENT IN GHANA
1. Education and training
2. Developing positive attitudes
3. Developing the quality of human resources
4. Developing a maintenance culture

WAYS TO SUSTAIN THE DEVELOPMENT OF THE INDIVIDUAL IN LIFE
1. Pursuing education or vocational training
2. Developing values and attitudes of self-reliance
3. Cultivating the attitude of saving
4. Living within one's means
5. Continuous improvement of one's skills
6. Being able to set and keep goals

BENEFITS OF SUSTAINABLE DEVELOPMENT
1. Social peace
2. Advances in popular participation in democratic government
3. Improvements in the economy and living conditions
4. Enhancement of savings and investments
5. Uninterrupted growth and advancement
6. Relying on oneself (being self-sufficient)

MATERIALS AND AIDS:
- Lecture Notes

TEACHING AND LEARNING ACTIVITIES:
Teacher will:
- Review the definitions of sustainable development and maintenance culture
- Explain the factors that inhibit sustainable development in Ghana
- Explain the consequences of not practicing sustainable development
- Help students understand how to sustain their own development in life
- Describe and discuss with the class the benefits to practicing sustainable development

EVALUATION:
Sample Quiz
1. What is sustainable development?

2. What is maintenance culture?
3. How is maintenance culture related to sustainable development?
4. Name five factors that hinder the sustainable development of Ghana.
5. What are two consequences of not sustaining development in Ghana?
6. What are four ways that we can sustain the development of Ghana?
7. What are the benefits of sustainable development?

RESOURCES / REFERENCES:
Mastering Social Studies for Senior High Schools by Isaac Ayertey (pages 57-72)

| INSTRUCTOR: | WEEK: 29th |
| David Lamptey | Ending: XX – XX – XX |

SUBJECT: Public Health

SPECIFIC TOPIC: *Debate about How International Trade Impacts Public Health*

INSTRUCTIONAL GOAL:

Students should be able to:

- Explain the relationship between international trade and health
- If asked, give examples of how international trade and health are interconnected
- Stand in front of the class and argue on one side of the issue provided below

LESSON CONTENT

Before beginning the debate, the following introduction to the class:

Countries in Africa are plagued by many dangerous illnesses including malaria, yellow fever, typhoid, TB and HIV/AIDS. These illnesses can be treated with medicines, however, these medicines can be very expensive. Large pharmaceutical companies in other countries often spend years processing and developing drugs to treat these illnesses, and as a result receive patents for their products. These patents allow the companies to be the only ones who can produce the drugs, meaning that they can keep the prices of drugs as well as the quality of their drugs very high. Given that the overall economies of some of the countries most affected by the illnesses that these expensive drugs treat can be relatively weak, large drug companies are sometimes hesitant to sell these expensive drugs to individuals in these countries. Over the last several decades, debate has been fuelled by the growing use of expensive drugs for treating conditions such as HIV/AIDS in developing countries.

Pose the following question to the class, **"should patents be broken to ensure that poor people get the drugs that they need for illnesses such as malaria and HIV/AIDS?"**

The class should break up into two teams (with boys and girls in each group) and one side should be "pro" and the other side should be "anti."

Provide the "pro" group with the following information (quietly):

WHO estimates that currently one-third of the world's population lacks access to live-saving drugs, and that over 50% of the people in Africa and Asia do not have access to even the most basic and essential drugs. It has also been found that counterfeit drugs are a major problem in developing countries, especially in sub-Saharan Africa and Southeast Asia. Counterfeit drugs often contain few or no active ingredients and these "fake drugs" may even harm people's health.

Although large pharmaceutical companies have argued that poor countries do not have adequate financial

resources to pay for these expensive drugs, even at discounted prices, if all of the people in need received drugs and international financing mechanisms helped pay, then the scale of drug production would substantially drive prices down. Developing nations also can improve their ability to regulate intellectual property rights.

The ideologies of large international organizations such as the WHO have been largely if not completely influenced by developed countries. This has created an unfair playing field with respect to health and trade agreements. The fact remains that poor people do not have access to life-saving and life-sustaining drugs partially as a result of the structure of pricing and patent protection put in place by the WHO to favor developed countries.

Provide the "anti" group with the following information (quietly):

Large pharmaceutical companies have argued that poor countries do not have adequate financial resources to pay for these expensive drugs, even at discounted prices. Patents and high prices provide incentives for drug discovery and development. Without patents, companies will have no incentive to find new drugs that treat illnesses, since even if they spent time and money developing a new drug, other companies could steal the drug and sell it more cheaply than the company that put all the time into developing it.

Even if it is agreed that the prices of these drugs should be lowered in developing countries, differential pricing can be used to preserve large pharmaceutical companies' power to patent. These drugs can be sold at higher prices in developed countries and at lower prices in developing countries. The higher prices in the developed countries can still provide incentives for companies to research and develop new drugs.

It might also be helpful to allow students to read copies of the following articles:
1. *Access to HIV/AIDS Treatment in Developing Countries* by the Interagency Coalition on AIDS and Development
2. *Access to Aids Medicines Stumbles on Trade Rules* by the WHO
3. Expanding Global Access to ARVs: The Challenges of Prices and Patents published in Kenneth H. Mayer and H.F. Pizer, eds., *The AIDS Pandemic: Impact on Science and Society*, New York: Academic Press, 2005, pp. 324-350.

Give the groups time to brainstorm and plan. Then, have a formal debate between the two groups. Have the "pro importation" side start with an opening statement. This opening statement should last for 5 minutes. Be sure that multiple students speak and that girls as well as boys have a chance to speak during the opening statement. Then have the "anti importation" side give their 5 minute opening statement. Neither group may interrupt the other during the opening statements or the rebuttals. After the "anti importation" group has given their opening statement, have the "pro importation" group give a 1 minute rebuttal. After this, have the "anti importation" group also give a 1 minute rebuttal. Then have the two groups come together to discuss the debate openly with the teacher.

MATERIALS AND AIDS:
- Lecture notes
- Paper and pen
- Blackboard

TEACHING AND LEARNING ACTIVITIES:

Teacher will explain:
- Explain the relationship between international trade and health
- Help students come up with examples of how international trade and health are interconnected
- Encourage students to argue on one side of the issue provided below

EVALUATION:
The teacher will evaluate the students based on the quality of their performance as well as how often and to what degree each student participated in the debate.

RESOURCES / REFERENCES:

Ruxin, John. "Is International Trade Impacting Health? Challenges for This Decade." *Virtual Mentor*. 2010 Mar. 1; 12(3):213-7. http://virtualmentor.ama-assn.org//2010/03/pfor1-1003.html

Berkman, Lisa F. "Social Networks and Health." World Health Organization. 4 June 2010. http://www.who.int/healthinfo/15_Social_Networks_Berkman_ok.pdf

"Theory at a Glance: A Guide for Health Promotion Practice." U.S. Department of Health and Human Services. Second Edition. http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf

"Cultural Diversity and Healthcare." University of California Los Angeles.

Hyder, Adnan Ali and Richard H. Morrow. "Chapter 2: Culture, Behavior, and Health." http://www.jblearning.com/samples/0763729671/chapter_02.pdf

"Mobilising Communities on Young People's Health and Rights: An Advocacy Training Guide." Family Care International. June, 2008. http://www.familycareintl.org/UserFiles/File/Anglo_TrainingGuide_June2008.pdf

"Lesson Eight: Understanding Health and Social Advocacy." Stanford Prevention Research Center. http://smysp.stanford.edu/education/phac/documentation/lesson8.pdf

"Straight to the Point: Mapping an Advocacy Strategy." Pathfinder International. http://www.pathfinder.org/publications-tools/pdfs/Straight-to-the-Point-Mapping-an-Advocacy-Strategy.pdf*Ten*

Libby, Pat. Ten Common Elements of Successful Advocacy Campaigns. http://www.sagepub.com/upm-data/41868_6.pdf

"Background on Health Communication Campaign."

Mastering Social Studies for Senior High Schools by Isaac Ayertey (pages 57-72)

"Access to HIV/AIDS Treatment in Developing Countries." Interagency Coalition on AIDS and Development.

"Access to Aids Medicines Stumbles on Trade Rules." World Health Organization. http://www.who.int/bulletin/volumes/84/5/news10506/en/

Reich, Michael R. and Priya Bery. "Expanding Global Access to ARVs: The Challenges of Prices and Patents." The AIDS Pandemic: Impact on Science and Society. New York: Academic Press, 2005. 324-50. http://www.hsph.harvard.edu/wp-content/uploads/sites/480/2013/01/Reich_Bery_AIDS_drugs.pdf

PAN AFRICAN GLOBAL ACADEMY
WEEKLY LESSON PLAN
UNIT 5

INSTRUCTOR: David Lamptey	WEEK: 30th Ending: XX – XX – XX

SUBJECT: Public Health

SPECIFIC TOPIC: *Unit 5 Test*

INSTRUCTIONAL GOAL:

Teacher will:
- Administer the test to the students

Students will be able to:
- After the test has been completed and graded, go over the questions of the examination after it has been completed and graded with the instructor
- Understand and be able to explain why students missed questions that they missed on the exam in order to gain a better understanding of the course material of Unit 5

LESSON CONTENT
    Fifth Unit Exam Questions

MATERIALS AND AIDS:
- Exam questions
- Answer sheets

TEACHING AND LEARNING ACTIVITIES:
- Class engages in interactive discussion of Unit 5 exam questions.

EVALUATION :
Unit 5 exam questions

RESOURCES / REFERENCES:

Berkman, Lisa F. "Social Networks and Health." World Health Organization. 4 June 2010.
    http://www.who.int/healthinfo/15_Social_Networks_Berkman_ok.pdf

"Theory at a Glance: A Guide for Health Promotion Practice." U.S. Department of Health and Human Services. Second Edition. http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf

"Cultural Diversity and Healthcare." University of California Los Angeles.

Hyder, Adnan Ali and Richard H. Morrow. "Chapter 2: Culture, Behavior, and Health."
    http://www.jblearning.com/samples/0763729671/chapter_02.pdf

"The HIV/AIDS Crisis: How Does HIV/AIDS Affect African Businesses?" United States Agency for International Development (USAID). http://commdev.org/files/965_file_PNACN454.pdf

Govender, R.D. "The Barriers and Challenges to Health Promotion in Africa." *South African Family Practice.* Nov/Dec 2005. http://reference.sabinet.co.za/webx/access/electronic_journals/mp_safp/mp_safp_v47_n10_a8.pdf

"Occupational Health: A Manual for Primary Healthcare Workers." World Health Organization. Cairo, 2001. http://www.who.int/occupational_health/regions/en/oehemhealthcareworkers.pdf

"Mobilising Communities on Young People's Health and Rights: An Advocacy Training Guide." Family Care International. June, 2008. http://www.familycareintl.org/UserFiles/File/Anglo_TrainingGuide_June2008.pdf

"Lesson Eight: Understanding Health and Social Advocacy." Stanford Prevention Research Center. http://smysp.stanford.edu/education/phac/documentation/lesson8.pdf

"Straight to the Point: Mapping an Advocacy Strategy." Pathfinder International. http://www.pathfinder.org/publications-tools/pdfs/Straight-to-the-Point-Mapping-an-Advocacy-Strategy.pdf

"Anti-Smoking Campaign in Ghana." The Daily Graphic. http://www.ghanahealthservice.org/articles.php?nd=51&tt=%20Anti%20smoking%20campaign%20in%20Ghana

Libby, Pat. Ten Common Elements of Successful Advocacy Campaigns. http://www.sagepub.com/upm-data/41868_6.pdf

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