

# MONMOUTH UNIVERSITY

MARJORIE K. UNTERBERG SCHOOL OF NURSING AND HEALTH STUDIES  
Department of Health and Physical Education

## HE 398: Spain Public Health Immersion

Summer 2019

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Class Meets: (Depart for) Cadiz, Spain June 28<sup>th</sup> and (return) August 10<sup>th</sup>, 2019



**DESCRIPTION:** Spain Public Health Immersion will introduce students to the concepts and practice of public health in Spain. Students will expand their understanding of public health issues that exist in Spain, especially in and around Cádiz, an ancient port city in the Andalucia region of southwestern Spain.

### **COURSE OBJECTIVES:**

1. Evaluate cultural, political, economic and ethical influences on health of those living in Spain.
2. Describe strategies to improve health in a cross-cultural context.
3. Compare health behaviors and morbidity and mortality rates in the United States with those in Spain.

### **REQUIRED TEXTS:**

Reading materials will be provided by professor.

## **COURSE REQUIREMENTS:**

- A. Attend classes as per scheduled meeting times and follow attendance policy
- B. Read required articles and view documentary films.
- C. Complete all assignments

## **Grading**

<b>Assignment</b>	<b>Possible Points</b>	<b>Points Earned</b>
<b>Sexuality &amp; Gender (paper)</b>	<b>100</b>	
<b>Food, Lifestyle, and Longevity (paper)</b>	<b>100</b>	
<b>Environment (paper)</b>	<b>100</b>	
<b>Health care (paper)</b>	<b>100</b>	
<b>The Silence of Others (Film review)</b>	<b>100</b>	
<b>Health Education lesson in Spain (PowerPoint; One topic will be assigned)</b> 1. Sexuality & Gender 2. Food, Lifestyle, and Longevity 3. Environment 4. Health care	<b>100</b>	
<b>Health Education presentation (to classmates)</b>	<b>200</b>	
<b>Article submission to The Outlook: <a href="http://outlook.monmouth.edu/">http://outlook.monmouth.edu/</a></b>	<b>200</b>	
<b>Total Points</b>	<b>1000</b>	

Assignments are due on specified due dates. Late assignments will lose 20%. Students must turn in assignment within exactly 1-week of due date otherwise the assignment will receive a grade of zero.

## GRADING SCALE

Points for Course	Grade	Interpretation	Quality Points
950-1000	A	Excellent	4.0
900-949	A-		3.7
870-899	B+		3.3
830-869	B	Above Average	3.0
800-829	B-		2.7
770-799	C+		2.3
730-769	C	Average	2.0
700-729	C-		1.7
670-699	D+		1.3
630-669	D		1.0
600-629	D-	Minimum Passing Grade	.7
0-599	F		.0

**DEPARTMENT OF HEALTH & PHYSICAL EDUCATION ATTENDANCE POLICY:** Regular attendance is expected and will be recorded at the start of each class. You are permitted one absence during the course, for any reason, without it influencing your grade. As “life happens” (e.g., illness, loss, weather, car trouble, etc.), however, it would be wise to attend every class that you are able. There is no need to provide documentation of absences (e.g., doctor’s notes, etc.). For each absence beyond the first, your final grade in the course will be reduced by 40 points, according to the scale below. Five absences will result in a final course grade of “F.” Being late to class (or leaving early) will result in a ½ absence. Missing over half a class will result in a complete absence.

Number of Absences	Change in Final Course Grade
0 - 1	No change
2	-40 points
3	-80 points
4	-120 points
<b>5 Absences = Final Course Grade of “F”</b>	

Students traveling on official university business, such as for NCAA athletic competition, are *responsible for all work covered during their absence*, which can be made up by completing additional work as assigned by the professor. Questions or concerns about this should be brought to the instructor’s attention in advance. *Student Athletes must provide written documentation from the Athletics Department regarding class absences due to events/games/competitions.*

**ADD/DROP DEADLINE:**

**LAST DAY TO WITHDRAW WITH A “W” GRADE:**

TBA

TBA

**METHODS OF INSTRUCTION:**

- Small group discussions

- Student writing, reflection, and presentations
- Videos and films
- Other instruction as appropriate for learning needs

## **INSTRUCTIONAL TECHNOLOGY:**

**MU Email:** Class announcements will be made via email, so check your MU email regularly.

**eCampus:** Papers submitted for this class will be uploaded to eCampus, which may also be used to share articles, videos or other class materials. If you are unfamiliar with eCampus, see me and I will show you how to use it. Visit the link below and log in using your MU student ID and password: <https://ecampus.monmouth.edu/>

**Accessing electronic resources:** Your MU username and password are required to access MU electronic resources. Your username is your student ID (e.g., s0123456). New students or students needing to retrieve their password can call 732-923-4600 and follow the prompts to log in to get your password. The Hawkmail@Live email system can be accessed at: <http://office.monmouth.edu>. The Monmouth University Library can be accessed at: <http://library.monmouth.edu>.

**CLASSROOM ENVIRONMENT:** Treat one another with respect, and recognize that there will be differences in opinions, abilities, and personal histories in any classroom. Harassment, hostility, or any behavior that contributes to an uncomfortable environment or deemed inappropriate by the instructor may be grounds for (temporary or permanent) removal from the class.

**ACADEMIC INTEGRITY:** In order to provide a learning process and academic environment that permits students to pursue their educational goals, you are expected to exhibit honesty in this and every class in which you enroll at Monmouth. Academic dishonesty includes cheating and plagiarism.

**Cheating:** Includes submitting, without prior faculty permission, any work that has been submitted in identical or similar form in fulfillment of any other academic requirement at any institution. Cheating also includes copying from someone's test and submitting material for academic evaluation that has been prepared by another individual or by a commercial agency.

**Plagiarism:** Includes submitting written material without proper acknowledgement of the source, deliberate attribution to or citation of a fictitious source, or submitting data which have been willfully altered or contrived.

**Turnitin:** Assignments in this course may be checked for plagiarism using Turnitin (<http://www.turnitin.com>), a Web-based resource that compares the text of student papers to an extensive electronic database. I will inform you in advance about which assignments will be checked for originality using Turnitin.

Students agree that, by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

**Your instructor has the right to assign a zero to any violation of these policies.**

## **STUDENTS WITH DISABILITIES**

Students with disabilities who need special accommodations for this class are encouraged to meet with me or a staff member from the Department of Disability Services, located on the first floor of the Student Center, as soon as possible. In order to receive accommodations, students must be registered with that office as set forth in the student handbook and must follow the University procedure for self-disclosure, which is stated in the University *Guide to Services and Accommodations for Students with Disabilities*. Students will not be afforded any special accommodations for academic work completed prior to disclosure of the disability and, at the discretion of the University, prior to the completion of the documentation process with the Department of Disability Services. Students who wish to discuss accommodations should call the Department of Disability Services at 732-571-3460 to schedule an appointment.

While Monmouth University makes reasonable accommodations for students with disabilities who are otherwise qualified to participate in its activities and programs, it is important to understand that the Americans with Disabilities Act does not govern accessibility standards in other countries. Please be advised that while the laws in other countries regarding legal requirements and standards for accessibility and the provision of reasonable accommodations to students with disabilities may not mirror those of the United States, Monmouth University through its Department of Disability Services, will attempt to facilitate equivalent access in such programs. However, Monmouth University cannot assure accessibility in international locations nor guarantee that accommodations will be available. To request assistance with accommodations in this class, students are strongly encouraged to contact the Department of Disability Services prior to beginning this class in regards to requesting accommodations to travel and study abroad as part of this class. While Monmouth University will try to arrange accommodations, students with disabilities must understand that some international experiences may not be appropriate for them.

### **Guidelines for all papers**

- 1 page equals 23 lines of text
- Count lines: go to: tools, word count, and look for “lines”
- Do not go under the minimum length. Do not go over the maximum length by more than a few lines.
- Include brief, but important quotes (cite APA within text) – use “block quotes” for quotes of 40 words or more (and single space them).
  - Font size: #12 (not ten or fourteen)
  - Spacing: double-spaced (Go to Format, Paragraph, Indents and Spacing, select double)
  - Font: Times New Roman
  - Margins: 1 inch margins: Go to File, Page Setup, Margins (Top, Bottom, Left, Right)

# Public Health Presentation

(Topics will be assigned)

## PRESENTATION REQUIREMENTS: 15-minutes total (5, 5, & 5)

Prepare a 15-minute presentation on your assigned topic. Include in your presentation:

- Important statistics, health measures, etc.
  - Your experience
  - An original interview (with host family, community member, health care provider, etc.)
  - Representative photos and video
  - “Lessons learned”
- 
- 5 minutes: **Discussion** of issues related to your specific topic
    - Cite references in APA format on each slide
    - Cite 4 or more credible references (New York Times, CDC, UN, WHO, etc.)
    - **Text on slides must be in English and Spanish**
      1. Use <http://www.bing.com/translator>
      2. Have Spanish major or professor review/edit the English-Spanish translation
  - 5 minutes: **Video** (carefully selected; go to [www.youtube.com](http://www.youtube.com) and <http://video.google.com>)
    - Choose credible source (60 Minutes, CNN, National Geographic, Nova, etc.)
    - Must use video file (not link to video; we will not have internet connection)
  - 5-minutes: **Group work** - questions/problem-solving activities that engage students in small groups

# Health Care

In a 4-page paper, describe the effectiveness of the health care system in Spain in meeting the [UN Target Goal](#) that states, “By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes”. Discuss the health care services you experienced/read about at the general hospital and nursing home in Cadiz. Include in your discussion health-related careers available in the military. Compare access to health care systems and health disparities in the U.S. and in Cadiz, Spain.



Refer to:

1. Residential Care Homes San Juan de Dios, Plaza de San Juan de Dios, S/N, 11005 Cádiz, Spain  
GPH4+PW Cádiz, Spain, [geron.es](http://geron.es); +34 956 29 01 10
2. Fernández-Donaire, L., Romero-Sánchez, J., Paloma-Castro, O., Boixader-Estévez, F., and Porcel-Gálvez, A. (2018). The Nursing Diagnosis of “Death Anxiety”: Content Validation by Experts. *International Journal of Nursing Knowledge*. doi.org/10.1111/2047-3095.12231.  
[https://www.tripadvisor.com/Attraction\\_Review-g187432-d8489265-Reviews-Hospital\\_de\\_Mujeres-Cadiz\\_Costa\\_de\\_la\\_Luz\\_Andalucia.html#REVIEWS](https://www.tripadvisor.com/Attraction_Review-g187432-d8489265-Reviews-Hospital_de_Mujeres-Cadiz_Costa_de_la_Luz_Andalucia.html#REVIEWS)

# Food, Lifestyle, and Longevity

In a 3-4 page paper, discuss the United Nations Target Goal that states, “By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being” as it relates to nutrition and healthy eating. Evaluate the food you encountered in Cádiz in terms of access, variety, healthfulness, affordability, preparation, etc. Include a response to the following 5 questions.

1. Using the World Health Organization description of a “[healthy diet](#)”, evaluate the diet(s) of those you observed in the Andalusian region of Spain.
2. What are the cultural influences on the diet of those in Cadiz?
3. One of the Millennium Development Goals is to eradicate extreme poverty and hunger. Does everyone in Cadiz have access to (sufficient quantities of) healthy food?
4. What is the Mediterranean diet and how does it contribute to overall health?
5. Compare and contrast the typical diet in Cadiz Spain with the typical American diet (food and the experience of eating, dietary habits, meals with host family). What are the similarities and differences? Include an evaluation of the market.



## Additional readings:

<https://www.nature.com/articles/1601296>  
<https://equityhealth.biomedcentral.com/articles/10.1186/1475-9276-13-52>  
<https://www.sciencedirect.com/science/article/pii/S221226721631190X>  
<https://www.sciencedirect.com/science/article/pii/S0022347618304876>  
<https://www.ncbi.nlm.nih.gov/pubmed/12568670>  
<https://www.ncbi.nlm.nih.gov/pubmed/12568670>



# The Environment

In a 3-4 page paper, evaluate the environment of Cádiz and Andalucía region of southwestern Spain that you encountered and read about. Include in your discussion urban/rural environments, walkability, how design influences social interactions, and the UN [target goal](#) that states, “By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally.”



## Resources:

1. Hike Parque Natural Los Alcornocales (EXCURSION)  
<http://www.andalucia.com/environment/protect/alcornocales-thingstosee.htm>  
<https://www.inspirock.com/spain/andalucia/parque-de-los-alcornocales-a187475773>
2. <http://www.theolivepress.es/spain-news/category/andalucia-news/cadiz/> (Locate a recent article from this news organization)
3. The impact of the built environment on the decision to walk for short trips: Evidence from two Spanish cities (on eCampus)
4. <http://www.gibraltarolivepress.com/2017/07/08/beaches-fill-summer-gibraltars-embarrassing-sewage-problem-still-remains-murky-territory/>
5. [Spanish town goes green by turning sewage into clean energy](#)
6. <http://www.theolivepress.es/spain-news/2018/03/01/watch-shocking-footage-of-raw-sewage-being-dumped-off-shore-in-southern-spain/>

# Sexuality & Gender

Write a 3-4 page paper on sexuality, sexual health, and gender issues in Spain as they relate to the United Nations Sustainable Development Goal 5, [Gender Equality](#), and the three “Target Goals” listed below. Locate and refer to two peer reviewed articles and two popular press articles in addition to these articles/sources found below. Cite APA. Include a section that addresses your observations related to these issues.

1. Exhausted women, tough men: A qualitative study on gender differences in health, vulnerability and coping with illness in Spain.
2. We are family (or not): Social and legal recognition of same-sex relationships and lesbian and gay families in Spain
3. <https://www.pri.org/stories/2018-11-26/prostitution-takes-center-stage-spanish-feminists-rally-eliminate-violence>
4. [Sexual and reproductive health beliefs and practices of female immigrants in Spain: A qualitative study](#)
5. <https://openhouse.es/en/hiv-and-aids/>
6. [Why Spain's brothels are filling up with 20-year-old johns](#)
7. ['Whiskerías' and 'Clubs' in Spanish Cities](#)
8. [Spain, the world capital of prostitution?](#)
9. <https://www.shethepeople.tv/news/transgender-woman-crowned-miss-universe-spain-2018>



## Goal 5 targets

- End all forms of discrimination against all women and girls everywhere
- Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
- Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate

# The Outlook

## Article Submission

**600 to 1,000 words**  
Email Professor for review: **7/25 @ noon**



- Required: Interview and quotes/ideas from:

One or more community members from Cadiz  
One or more health care employees/volunteers  
One or more students who participated in the course  
Faculty interview/quote

- Demonstrate an understanding of the culture you experienced

Address the following questions (in a descriptive manner):

- Who? (Professor, students, and people you met, etc.)
- What? (Academic experience/course, hospital tours, etc.)
- Where?
- When?
- Why?
- How?

Students will be able to discuss the broader context in which their experiential education experience took place. (ExEd LO 5)

- What concerns and/or preconceived ideas did you have?
- What did you learn about yourself, Spain, Spaniards, and health care and health behaviors, etc.?
- Describe the scarcity you encountered.
- Describe the abundance you encountered.
- If you were to go again – what would you do differently? What advice would you give others considering a trip like this?
- How is your story relevant to Monmouth students?
- ✓ Email “completed” copy to Dr. Hirschler and Dr. Hope for review. We will provide editorial feedback that you will use to improve your paper/submission.
- ✓ Attach two (labeled) photos

# Film Review

Write a thoughtful paper that discusses issues addressed in [The Silence of Others](#).

- Include quotes from film.
- Refer to one article that discusses one or more issues discussed in the film.



Suggested readings:

1. <https://deadline.com/2019/01/oscar-documentary-interview-the-silence-of-others-pedro-almodovar-spain-1202529289/>
2. <https://www.hollywoodreporter.com/review/silence-others-review-1086767>

### Class Meets in Cadiz, Spain

Wk	Date	In-class activities	Assignment due dates
1		<ul style="list-style-type: none"> <li>• <b>Introductions, Syllabus, etc.</b></li> <li>• <b>Foundations of Public Health</b></li> <li>• <b>Images of health &amp; discussion</b></li> </ul>	
2		Discuss <b>The Silence of Others</b> (film) <b>Sexuality &amp; Gender</b> <ul style="list-style-type: none"> <li>• <b>Gender roles</b></li> <li>• <b>Prostitution</b></li> <li>• <b>Sexual health</b></li> </ul>	<b>Sexuality &amp; Gender</b> paper Film review: The Silence of Others
3		<b>Healthcare in Spain &amp; U.S.</b> <ul style="list-style-type: none"> <li>• <b>Nursing homes vs. In home care</b></li> <li>• <b>Overview of health policies</b></li> </ul>	Power Point for Health presentations <b>Health Care</b> paper
4		<b>Food, Nutrition, and Well-being</b> <ul style="list-style-type: none"> <li>• <b>Morbidity &amp; Mortality related to diets</b></li> <li>• Student Presentations</li> </ul>	<b>Food</b> paper  Health Education presentations
5		<b>Environment</b> <ul style="list-style-type: none"> <li>• <b>Sewage, water quality, and more</b></li> </ul> Student Presentations <ul style="list-style-type: none"> <li>• TBA</li> </ul>	Health Education presentations  <b>Environment</b> paper
6		<ul style="list-style-type: none"> <li>• Discuss Outlook articles</li> </ul>	Article submission to The Outlook: <a href="http://outlook.monmouth.edu/">http://outlook.monmouth.edu/</a>



# Bibliography

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