



NC GLOBAL DISTINCTION

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Global Liaison name: Cindy Burns

Department: Social Sciences & Humanities

World region:

- Africa
- Asia
- Europe and the European Union
- Latin America
- Middle East and Muslim civilizations
- Other

Course information and description: Sociology 230: Race and Ethnic Relations

This course includes an examination of the various aspects of race and ethnicity and how these lead to different experiences, opportunities, problems, and contributions. Topics include prejudice, discrimination, perceptions, myths, stereotypes, and intergroup relationships. Upon completion, students should be able to identify and analyze relationships among racial and ethnic groups within the larger society. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

Number of students enrolled in course: 20-30

Description of module: This module discusses the current patterns of health, and healthcare from a global standpoint which includes the historical foundations of economic inequality. It examines the link between race and health care. Students will be able to explore our risk of dying or contracting disease as a result of race, ethnicity, and global location. They will discuss contemporary inequality in health and health care, as well as explore alternatives to the current matrix of inequality in health and medicine.

Student Global Learning Outcomes:

- 1 You will be able to examine the current patterns of health care and inequality and analyze potential solutions to the problem of economic inequality, as it pertains to health care globally
- 2 You will be able to apply the matrix perspective to the historical foundations of health care and inequality as it relates to countries or regions of the world.
- 3 You will be able to analyze potential solutions to the problem of economic inequality, as it pertains to health care globally.



- 4 You will be able to compare and contrast health care and inequality across Africa, Latin America and the U.S.

Student Global Learning Activities:

Activity I: Health care in Ghana

Health care is a cultural universal, in that all societies have some form available. Quality health care, on the other hand, is not available to all. These activities will engage the student to investigate health care in Ghana, its existence, its historical foundation, and availability to the citizens of Ghana. Is there a link between race or class and health care? What are some alternatives to the current condition of health care availability? Conduct an internet research and address the questions above and develop a comprehensive essay. Be sure to include your resources.

Objectives: This assignment is designed to introduce the students to health care in Ghana and the problem that exists with the inequality of availability. At the completion of this assignment, students should have an understanding of the health care system in Ghana and be able to recognize the link between economics and health care.

Global Learning Outcomes:

Global Learning Outcome #1: Students will be able to examine the current patterns of health care and inequality that exists in the West African nation of Ghana.

Global Learning Outcome #2: Students will be able to apply the matrix perspective to the historical foundations of health care and inequality in Ghana.

Time: Out of class assignment, approx. 3 hours

Materials: Internet access, resource database, word processing program

Procedure: Modern medicine has displaced traditional methods of healing in many cultures and thus the construction of racial classifications and corresponding notions of difference. Students should conduct research and explore the health care system in Ghana as it pertains to availability. Students should investigate the health care system as a whole and address the following:

- a. Availability
- b. Costs
- c. Disease Prevention
- d. Patient satisfaction
- e. Outcomes



Prepare an essay with the information compiled and highlight the factors that may have led to the development of this health care system. Be sure to apply social factors relating to some of the disparities that may exist as it pertains to availability and outcomes.

Assessment: Students will be graded using a rubric that ensures all relevant information is included as well as formatting and resources

Resources:

Abiiro, G.A. & McIntyre, D. (2012) Achieving universal health care coverage: Current debates in Ghana on covering those outside the formal sector. *BioMed Central International Health and Human Rights* 12(1) doi: <http://dx.doi.org/10.1186/1472-698X-12-25>

Carvalho, I.A., Byles, J., Aquah, C., Amofah, G., Biritwum, R., Panisset, U.Beard, J. (2015). Informing evidence-based policies for ageing and health in Ghana. *Bulletin of the World Health Organization* 93,47-51

Coates, R, Ferber, A. & Brunsma, D. (2018). *The Matrix of Race*. Sage Publications: Los Angeles

Kanmiki, E.W., Bawah, A.A., Phillips, J.F., Awoonor-Williams, J.K., Kachur, S.P., & Asuming, P.O. (2019). Out-of-pocket for primary healthcare in the era of national health insurance: evidence from Northern Ghana. *Public Library of Science* 14(8) doi: <http://dx.doi.org/10.1371/journal.pone.0221146>

Zhang, C., Rahman, S. Md., Rahman, M., Md., Yawson, A.E., & Shibuya, K. Trends and projections of universal health coverage indicators in Ghana, 1995-2030: A national and subnational study. *Public Library of Science* 14 (5). doi: <http://dx.doi.org/10.1371/journal.pone.0209126>

Activity 2: Alternatives to the current inequality in health care.



Disenfranchised groups have created many organizations to address and act as advocates for their health needs. There is a wide array of organizations founded by women of color that address health needs within the broader context of social and institutional factors shaped by a history of racism. This assignment will allow the students to explore alternatives and address the needs of many for quality health care. Place your findings of these organizations on the discussion board and respond constructively to other students.

Objectives: This assignment is designed for the students to explore possible solutions to the health care system as it exists in Ghana. It will also allow the students to compare their findings with others and engage in conversation about the results. Is the current condition of the health care system sufficient for its citizens?

Global Learning Outcomes:

Global Learning Outcome #3: You will be able to analyze potential solutions to the problem of economic inequality, as it pertains to health care in Ghana

Time: Out of class assignment, Discussion Board

Materials: Internet access, resource database, word processing program

Procedure: Conduct research and explore health care in Ghana in order to identify factors that will assist in addressing possible needs as it pertains to availability and outcome. What are some possible organizations already in place that addresses the disconnect between health care and its citizens of Ghana? Have they been successful? What other alternatives are available to address the issues of availability and outcomes in the health care system of Ghana? Place your findings on the discussion board and be sure to have at least two thoughtful and reasoned responses to the other students.

Assessment: Students will be graded on the content of the initial post as well as any reasoned responses.

Resources:

Awoonor-Williams, J.K., Tindana, P., Dalinjong, P.A., Nartey, H. & Akazili, J. (2016). Does the operations of the National Health Insurance Scheme (NHIS) in Ghana align with the goals of primary health care? Perspectives of key stakeholders in Northern Ghana. *BMC International Health and Human Rights* .16(1).doi: <http://dx.doi.org/10.1186/s12914-016-0096-9>

Adjei, Sam. (2005). Indicators for a Health Information Data Set in Ghana. *Bulletin of the World Health Organization*, 83(8).



UNC
WORLD VIEW

Brinton, L., Figueroa, J., Adjel, E. Ansong, D., Biritwum, R., & Edusel, L. (2017). Factors contributing to delay in diagnosis of breast cancers in Ghana, West Africa. Breast Cancer Research and Institute, 162(1). doi: <http://dx.doi.org/10.007/s10549-016-4088-1>

Carvalho, I.A., Byles, J., Aquah, C., Amofah, G., Biritwum, R., Panisset, U.Beard, J. (2015). Informing evidence-based policies for ageing and health in Ghana. Bulletin of the World Health Organization 93,47-51. doi: <http://dx.doi.org/10.2471/BLT.14.136242>

Coates, R, Ferber, A. & Brunisma, D. (2018). The Matrix of Race. Sage Publications: Los Angeles

Dixon, J., Tenkorang, E.Y., & Luginaah, I. (2013) Ghana's National Health Insurance Scheme: a national level investigation of members' perceptions of service provision. BioMed Central International Health and Human Rights 13(1) doi: <http://dx.doi.org/10.1186/1472-698X-13-35>

Nolen, L.B., Braveman, P., Dachs, J.N.W., Delgado, I., Gakidou, E., Moser, K.....Zarowsky, C. (2004). Strengthening health information systems to address health equity challenges. Bulletin of the World Health Organization 83(8)

Activity 3: Fact Sheet



Epidemiologist's focus on populations, rather than on individuals, in order to explain why some groups maybe be more susceptible to develop specific diseases. These include factors such as social groups themselves, the areas in which they live, and the environmental elements to which they are exposed.

Objectives: This activity is designed to implore the students to develop facts on diseases or ailments and how they may be related to a specific group or groups.

Global Learning Outcomes:

Global Learning Outcome #2: You will be able to apply the matrix perspective to the historical foundations of health care and inequality in other parts of the world.

Global Learning Outcome #4: You will be able to compare and contrast health care and inequality across Africa, Latin America and the U.S

Time: 3 hours out of class

Materials: Internet, word processing program, fact sheet resources

Procedure: Students are to research databases on the internet for a fact sheet profile. They are to use this profile or template and research facts pertaining to a health condition or disease applicable to a geographic area within Africa, Latin America, and the U.S. Develop a fact sheet comparing a disease from at least two areas They must include in the factual sheet information such as, the population, the disease, its origin (if known), genetic markers, environmental markers, known prevention, treatment, and/ or cures. This assignment will be completed once the students have presented their information to the rest of the class either through power point or any other application for presentations.

Assessment: Students will be graded on the completion of the fact sheet, the template chosen, the relevant information provided, and resources.

Resources:

Afele, Mawusi (2009). Countdown to wipe out guinea-worm in Ghana: Ghana could be one of the next African countries to say goodbye to guinea worm. Mawusi Afele reports from Tamale. Bulletin of the World Health Organization 87(9). Retrieved from <http://www.who.int/bulletin/en/index.html>

Brinton, L., Figueroa, J., Adjel, E. Ansong, D., Biritwum, R., & Edusel, L. (2017). Factors contributing to delay in diagnosis of breast cancers in Ghana, West Africa. Breast Cancer Research and Institute, 162(1). doi: <http://dx.doi.org/10.007/s10549-016-4088-1>



Cavalcanti, M.A.F., Do Nascimento, E.G.C., Alchieri, J.C., & Andrade, C.M. (2019). Manifestations and strategies of coping with Chagas disease that interfere in the quality of life of the individual: a systematic review. *Ciencia & Saude Coletiva* 24(4). Doi: <http://dx.dor.org/10.1590/1413-81232018243.11842017>.

Coates, R, Ferber, A. & Brunsma, D. (2018). *The Matrix of Race*. Sage Publications: Los Angeles

Garrido-Hernansaiz, H., Alonso-Tapia, J. & Martin-Fernandez, M. (2019). Coping in newly diagnosed, Spanish-speaking men who have sex with men and live with HIV. *European Journal of Mental Health* 14(1). doi: <http://dx.doi.org/10.5708/EJMH.14.2019.1.3>

<https://www.canva.com/tools/Infographic-maker>

Activity # 4 – Students will participate in fundamental research methods to collect demographic and environmental information as it pertains to health care on Ghana in comparison to the United States.



Objectives: This assignment is designed to gather information in order to help students develop a sociological perspective pertaining to health care. At the conclusion of this assignments, students will have become more aware of the intersection of availability and environment as it pertains to health care.

Global Learning Outcomes:

Global Learning Outcome #3: Students will be able to analyze potential solutions to the problem of economic inequality, as it pertains to health care globally.

Global Learning Outcome #4: Students will be able to compare health care and inequality across Africa and the U.S.

Time: Out of class assignment, approx. 3 hours

Materials: Internet access, resource database, word processing program

Procedure: Students will research various demographics, practices, environment, and norms as it pertains to health care practices in Ghana and compare to the U.S. Students will utilize this data to develop a profile or worksheet identifying issues as a result of the information compiled. This can be used to further research on the importance of the environment as it pertains to health care and its availability. Also, when comparing between countries, there is opportunity to examine the differences in the environments and how it affects health care.

The students are to prepare a chart that outlines the demographics researched between Ghana and the U.S. Students should also prepare an essay discussing the findings and the disparities that may exist in the availability of health care as it pertains to the environment.

Assessment: Students will be graded on the completion of a chart that ensures all relevant information is included and how it is used in the discussion or essay portion of the assignment. Students may develop a template for the chart or research possible examples.

Resources:

Akpakli, D.E., Manyeh, A.K., Akpakli, J.K., Kukula, V., & Gyapong, M. (2018), Determinants of Access to Improved Sanitation Facilities in Rural Districts of Southern Ghana: Evidence from Dodowa Health and Demographic Surveillance Site. *BioMed Central* 11:473. doi: <https://doi.org/10.1186/s13104-018-3572-6>



Amu, H., Dickson, K.S., Kumi-Kyereme, A., Kofuor, E. & Darteh, M. (2018) Understanding Variations in Health Insurance Coverage in Ghana, Kenya, Nigeria, and Tanzania: Evidence from Demographic and Health Surveys. Public Library of Science

Ecology, Environment & Conservation. 2016. Reports Outline Environmental Population Studies Findings from University of Ghana (Environmental Hazard and Migration Intentions in a Coastal Area in Ghana: A Case of Sea Flooding). NewsRX LLC, 2016. p.1

Junko, F. and Akakpo, E. 2013. Seminar on Ghana's Demographic Dividend. Ghana: AllAfrica Global Media, p.1. (Retrieved 19 March 2020)

Activity #5: Diagnosing of Disease in Ghana or other places in Africa

Diagnosis of certain ailments have become an increasingly serious public health issue in many areas of the world globally. In comparison to western countries, it is much more common for tumors to be diagnosed at its advanced stages. This reflects the absence of early screening in some countries as well as globally.

Objectives: This assignment is designed to identify some of the contributing factors that are associated with late screening and diagnosis of certain diseases. At the completion of this assignment, students will have an understanding and to recognize how these factors affect the overall health care in such countries as Ghana.

Global Learning Outcomes:

Global Learning Outcome #1: Students will be able to examine the current patterns of health care and inequality and analyze potential solutions to the problem of economic inequality, as it pertains to health care globally.

Global Learning Outcome #3: Students will be able to analyze potential solutions to the problem of economic inequality as it pertains to health care globally.

Time: Out of class assignment, approx. 3 hours.

Materials: Internet access, resource database, word processing program.

Procedure: Modern medicine has come a long way, but, has not reached to the global ends of the earth. Choose a specific disease, such as cancer, diabetes, heart disease, etc. and explore the ways in which diagnosis takes place in Africa. Explore if there are early detection screening in place within the health care system and the projected outcomes of successful treatment based on detectability. What



are some of the factors associated with delays (if any) in diagnosis of your chosen disease? Is there a correlation between these factors and the prognosis of the disease?

Assessment: Students will be graded based on the chart provided which includes all the relevant information and how what is found can be correlated to early detection and the prognosis of said disease.

Resources:

Binka, C., Nyarko, S.H., Awusabo-Asare, K., & Doku, D.T. (2019) Barriers to the Uptake of Cervical Cancer Screening and Treatment among Rural Women in Ghana. *BioMed Research International*, 2019(6320938). doi: <http://doi.org/10.1155/2019/6320938>

Brinton, L., Figueroa, J., Adjel, E. Ansong, D., Biritwum, R., & Edusel, L. (2017). Factors contributing to delay in diagnosis of breast cancers in Ghana, West Africa. *Breast Cancer Research and Institute*, 162(1). doi: <http://dx.doi.org/10.007/s10549-016-4088-1>

Hanmer, J., Yu, L., Kavalieratos, D., Peterson, L., & Hess, R. (2019) The Diagnosis of Asymptomatic Disease is Associated with Fewer Healthy Days: A Cross Sectional Analysis from the National Health and Nutrition Examination Survey. *British Journal of Health Psychology* 24, 8-101. doi: 10.1111/bjhp.12341

Nartey, Y., Hill, P. Amo-Antwi, K., Asmah, R., Nyarko, K. Damale, N., & Cox, B. (2018) Recommendations for Cervical Cancer Prevention and Control in Ghana: Public Education and Human Papillomavirus Vaccination. *Ghana Medical Journal* 52(2:94-102. doi: <http://dx.doi.org/10.4314/gmj.v52i2.6>