

## Urban Health

### Teacher's Guide

#### Learning Objectives:

- Students understand how people belonging to different socio-economic contexts get differential access to healthcare.
- Students understand health as a public good and the nature of exclusion from health in urban areas.
- Students are able to critically analyse the healthcare services that are made available to urban populations.
- Students build a holistic view of healthcare that includes myriad factors such as food and nutrition, health and sanitation, education and employment etc.

#### I. Information Gathering

Activities to ensure that students have engaged with and processed the basic information on the issue.

#### Scope Notes

The first set of lessons should be geared towards building a basic understanding of the status of healthcare available in urban areas, especially to those who belong to marginalised identities.

#### Resources:

- **Fact Sheet:** *“Health Care as a ‘Public Good’: Urban Health Care and Exclusion in India”*, a factsheet based on the chapter “Who Cares? Urban Health and Exclusion” in the India Exclusion Report 2015-2016

The factsheet provides a comprehensive summary of the main points raised by the chapter. It analyses exclusion from health care in urban India, maps out different groups that are considered ‘vulnerable’ due to their socio-economic status and explains the various health difficulties faced by them.

- **Audio – Visual Resources:** *Urban Health Action Research Project- Understanding Factors At Household Level Affecting Access to Diabetes Care, Bangalore, India* by institute of Public Health, Bangalore, India

The video provides a case study from an administrative ward in Bangalore, where community health workers share their experiences of working with the urban poor. The video has interviews from two residents as well who share the medical problems and the lack of care they are facing.

Video available at: <https://www.youtube.com/watch?v=J32HxTGthDE>

- **Readings and Articles:** *Out of the Shadows* by AlJazeera Published on 29th Oct 2015.

This in depth article, which is accompanied by a video, looks at the largely neglected issue of mental illness around the world. Using examples from different contexts, the documentary makes a case for giving due credence and acknowledgment to mental illness and for taking necessary action.

Video available at:

<http://www.aljazeera.com/programmes/peopleandpower/2015/10/shadows-151029073123574.html>

**Gathering Information: Independent Work** - At this stage students are required to engage independently with the new information on the issue, and to note down significant points being presented in the material **prior** to classroom discussion.

#### **Activity:**

The facilitator provides the above mentioned resources to the students and gives them a brief overview of the theme. The students are then required to read, watch and engage with all these resources individually. The teacher may ask students to submit short response papers based on their reading and understanding of the issues.

**Processing Information: Group Activity** - The goal of this stage is to enable groups of students to collaboratively consolidate and articulate the main points of the information and develop a shared and more comprehensive understanding of the material presented.

#### **Activity:**

Once the students have had a chance to go through the material, the facilitator will divide them into groups of four and ask each group to discuss one of the following questions. The teacher is free to combine or disaggregate the questions based on the strength and nature of the classroom. Possible questions are as follows:

- What are the factors that determine access to quality health care? Is urban health care accessible to everyone equally?
- What are some of the factors that lead to ill health in urban areas?
- What are the factors that determine if a group is considered 'vulnerable'? Can you think of any groups that can be classified as 'vulnerable'?
- How important is mental health? What are some of the issues related to mental health that are being addressed or spoken about?
- Do you think health care is a public good? What role should the government play in ensuring equitable access to healthcare in India?

- What are the various processes of exclusion from health care in urban India?
- Do you think privatization of health care is the solution to the health care crisis in India?

### Large Group Discussion: Building the Picture

Once the students have discussed the questions in groups and arrived at their conclusions, they will be asked to present their understanding to the rest of the class. The facilitator will tie all the threads together and summarize for the class.

#### II. Deepening Understanding

At this stage students are encouraged to extend their understanding by delving deeper into the issue. The affective domain is also engaged through the use of film or literary resources to deepen students' understanding of the key issues.

#### Scope Notes

The goal of the film viewing and discussion activity is to understand the ways in which health care is absent for one of the vulnerable groups identified in the chapter: the homeless. The film will show the students an alternative situation where Dr. Jim Withers took the initiative to provide health care to the most marginalised. The other film suggestion looks at the global AIDS epidemic.

The goal of the book reading and discussion activity is to build an empathetic understanding of mental illness and to gain an introductory understanding of the life world of a mentally ill person and her/his caretakers as well as the kinds of medical expertise that was available in the context of the novel.

#### Film:

- *One Bridge to the Next* (2008)

This inspiring documentary directed by Kim A. Snyder follows the work of Dr. Jim Withers who began doing night rounds in the streets of Pittsburgh, USA in 1992 offering medical help to the homeless; a community that has been excluded from many services.

Trailer and details for purchase available here: <http://www.becausefoundation.org/films-campaigns/one-bridge-to-the-next/>

**Activity:** Students can be asked to have a class discussion on the situation they witnessed in the documentary and see if they can draw parallels with the situation in India (or even in their local area). They can be asked to comment on Dr. Withers's initiative and if they think it can be replicated. They could refer to the Street Medicine work done by Aman Biradari in Delhi (field notes on access to health care available in the Students' Guide)

➤ *A Closer Walk*(2003)

This touching documentary has been directed by Robert Billheimer. It explores the global epidemic of AIDS and exposes the neglect and discrimination that people living with HIV+, AIDS have to struggle with. It also looks at global inequalities in access to medicine and healthcare facilities for people with HIV+, AIDS.

Short clip about India: <https://www.youtube.com/watch?v=0YxktA9Rh9E>

Trailer of the film along with details about purchasing the film: <https://www.youtube.com/watch?v=WN4xZUSt0Ac>

**Activity:** Students can be asked to conduct a class discussion on AIDS beginning with their responses to the film. They can be asked if they knew anything about AIDS before this and if the film cleared some misconceptions for them. The students could also be encouraged to conduct a short sensitisation drive for their schoolmates and community.

**Novel:**

- *Em and the Big Hoom* (2012): This important and touching book, written by Jerry Pinto looks at the lives of Em and her middle class Goan family settled in Bombay. The story progresses through the narration of her son about how he witnessed and struggled with his mother's mental illness.

**Activity:** Students can be asked to reflect on what they felt after reading the book. They could be asked to carry out a discussion based on the different characters in the book and how they reacted to Em's illness. They could also be asked to reflect on the importance of mental health and why there is so little that is said about this subject.

### III. Project-based Learning: Formulation and Presentation of Critical Analysis

At this stage students undertake independent inquiry into a problem they have formulated. This inquiry may be undertaken individually or collaboratively; however, collaborative engagement generally generates greater motivation and interest and also yields significantly deeper understanding. The scope of the project and time allocated would depend on the nature and goals of the course.

#### Scope Notes

The goal of the project is to help students delve deeper into the issue of exclusion from urban healthcare and understand it on various levels and from the point of view of the different stakeholders such as the citizens whose health is in jeopardy, the health care providers and the government, etc.

#### Sample Prompts/Project ideas

- The class can be asked to form groups of 4-5. The facilitator will prepare chits, each chit will have a vulnerable group (refer to the Chapter or the Fact sheet) written on it and the groups will have to pick a chit. Their task would be to identify this vulnerable group in their local setting and to conduct a small research to find out their health problems and the health care facilities that are available to them. The goal of the project would be to allow students to gain practical knowledge about the status of urban health in their vicinity. They could be asked to pick out portions from the chapter that are supported or are disproved by their research. Each group will then make their presentation to the entire class.

**Preparing for the Project:** For smooth running of this project, the facilitator will have to get in touch with local organizations working on health issues of the identified vulnerable groups. That would ease the entry of the students into the field.

### Resources:

- *Health in Slums: Project Exhale, Bangalore, India* by Health in Slums

This video looks at the problems caused by smoke emerging from houses located in slums, while cooking. The team involved, tries to understand the problem and look for a solution through interactions with women from the community.

Video available at: <https://www.youtube.com/watch?v=Uml6hYGMJN4>

- *'Homeless in Delhi: In Search of Health Care (Part II: Kishan Bahadur)* by Ashwin Parulkar

This field entry follows the efforts of the Hausla team of Aman Biradari who work with homeless men and manage a Recovery Shelter that provides a place for homeless men to recover from accidents, illnesses, drug addictions, etc.

Available on- <http://centreforequitystudies.org/homeless-in-delhi-in-search-of-health-care-part-ii-kishan-bahadur>

- **Life History Project:** Students could be asked to go out in pairs and conduct ethnographic interviews of people who have been classified as those belonging to Uniquely Vulnerable Groups and document their story. This project would require some **preparation of students:** sensitisation through discussion and role-play, development of interview techniques and schedules with open-ended questions that promote conversation and active listening, some skill-building in documentation, including videography and/or photography etc. With proper planning, this project on life-histories would create a composite picture of the issue while also building critical skills and character strengths: collaboration, communication, critical and creative-

thinking, empathy, open-mindedness, social intelligence etc. For Resources on Project-based Learning, including Rubrics for Project-planning and Presentation, see [bie.org](http://bie.org)

### Additional Resources for Theoretical Understanding of Urban Health

- Technical Resource Group (TRG) report on National Urban Health Mission available at :  
[http://nhsrcindia.org/index.php?option=com\\_content&view=article&id=333:report-recommendations-of-technical-resource-group-for-nuhm-executive-summary&catid=29:news&Itemid=728](http://nhsrcindia.org/index.php?option=com_content&view=article&id=333:report-recommendations-of-technical-resource-group-for-nuhm-executive-summary&catid=29:news&Itemid=728)
- Srinivasan S, *Health: Background & Perspective*, Available at:  
<http://infochangeindia.org/public-health/background/health-background-a-perspective.html>
- Jacob K.S, *Mental Health Care- New Tactics, Strategic Failure*, Economic and Political Weekly, vol. 51, Issue no. 1, 02 Jan, 2016
- Muhammed S, RajasekharanNayar K, Lal SS, *Diphtheria Deaths in Kerala- Signs of an Impending Crisis*, Economic and Political Weekly, vol. 50, Issue no. 43, 24 Oct, 2015