



## **SPECIAL EVENTS FUNDING/DONATION REQUEST PROGRAM INFORMATION GUIDE**

Organizations or individuals seeking funding from the City of Margate must complete the Special Events Funding/Donation Request Application for Organizations or the Special Events Funding/Donation Request Application for Individuals. The amount requested cannot exceed \$1,000 per organization or individual. Organizations or individuals must submit said application and necessary documentation to:

City of Margate  
City Clerk's Office  
5790 Margate Boulevard  
Margate, FL 33063

For requests by both organizations and individuals, the funding request must further a public purpose as determined by the City Commission. If the requestor is an individual, the individual must be a City of Margate resident. If the requestor is an organization, the organization must:

- Be a non-profit organization, either with Articles of Incorporation filed with the Florida Department of State, or for those non-profits organized within another state, be registered with the State of Florida as a foreign corporation.
- Be in existence and operating within the State of Florida for at least twelve (12) months prior to the date of application to the City for a donation.
- Submit in addition to their application: (1) a copy of their 501(c)3, 501(c)4, or 501(c)6 notification letter; (2) a copy of their current Form 990 (if your organization is required to file this document); (3) a copy of their last completed audit; and (4) annual budget.

After receipt of the application, all applications shall be presented to the City Commission at the next regularly-scheduled City Commission meeting. The City Commission, at its sole discretion, shall determine which organizations or individuals are awarded funding. All decisions of the City Commission are final and binding. Once funding has been approved, the approved amount will be provided to the organization or individual. Please note that reports of service delivery/expenditures of any funds and/or receipts may be required. If an organization or individual is awarded a donation for a particular purpose/event, and the event is canceled, a full reimbursement to the City is required. Organizations and individuals may apply for one donation per fiscal year. Organizations or individuals that have failed to meet a reimbursement obligation in previous years or additional conditions of approval will not be eligible for future consideration until all prior obligations have been fulfilled.





# SPECIAL EVENTS FUNDING/DONATION REQUEST APPLICATION FOR INDIVIDUALS



Please attach pertinent background information to this application. You may attach additional pages, if needed.

## INDIVIDUAL PROFILE

Requestor Name: Vanessa Vixamar	Today's Date: 5/3/16
Mailing Address: [REDACTED]	City: Margate
Phone Number: [REDACTED]	State: FL
	Zip: 33063
Email Address: [REDACTED]	

## ABOUT THE FUNDING REQUEST

Funding Request: \$1,000	Total Cost to Individual for Special Event: ~ \$10,000
--------------------------	--------------------------------------------------------

Please describe the intended use of requested funds and indicate the time period you are requesting these funds for (please attach letters of community support if applicable):

I will be traveling to Cape Town, South Africa from June 14<sup>th</sup> to July 30<sup>th</sup> to complete a study/service abroad program. These funds will help cover the cost of tuition, housing, airfare, textbooks and other trip-related required expenses.

Please provide a needs statement (Why do you need the requested funds?): I am in need of funds from the City to embark on a trip that will benefit the community of Cape Town through a focus on health-related issues as well as ~~well as~~ the socioeconomic impact. Particular attention will go toward demographics of chronic, non-communicable diseases and infectious diseases and their prevention. I am a full-time college student with financial need; therefore, I do not have the means to cover all of the expenses of this trip. I believe that this trip will be life changing for all individuals involved so I am seeking resources to make this trip possible.

Explain the public benefit (educational, economic, health, etc.) to the City of Margate and its citizens from the City funds received: A global perspective is important in any aspect of society. In particular, this program will be conducting healthcare and community based research in Cape Town (specifically the relationship between health and community development). In instances where health problems spread to other areas of the world, like Margate, there will already be observed patterns and research conducted in a more critical area of the world.

Please provide an outcome statement (What will be accomplished with the money?) explaining the impact as a result of obtaining funding from the City: These funds will go toward the cost of this study abroad trip; these funds will provide an indirect outlet for fieldwork and learning about global health problems. There may also be instances where individuals are impacted on a ~~global~~ <sup>personal</sup> level. For ~~instance~~ example, the selflessness of people putting effort into doing service in an area of the world that may not have many of the things people take for granted, on a daily basis, shows that there is still hope in humanity.





## SPECIAL EVENTS FUNDING/DONATION REQUEST APPLICATION FOR INDIVIDUALS

Please list other sources and amounts being requested from other agencies:

Hostelling International Travel Scholarship - \$2,000  
State Farm Insurance - \$100 received

Have you received funding from the City of Margate in the past? ☐ Yes ☒ No  
If yes, please indicate the amount and the year:

*This application must be signed by the individual requesting funding (or parent/legal guardian if requestor is under 18). By signing this application, the requestor (or parent/legal guardian) certifies that he/she is able to utilize the funds sought for their stated purpose. Please note that receipts may be required.*

*I certify that the above information is true and accurate*

Individual Requestor (Printed): Vanessa Vixamar

Date: 5/4/16

Individual Requestor (Signature): V. Vixamar

Date: 5/4/16

***This application and its content are considered a public record in accordance with Florida Statutes Chapter 119. If you believe any information on this application is exempt from public records in accordance with Florida Statutes Chapter 119, please provide an explanation and attach to this application.***

### OFFICIAL USE ONLY

Date Received:

5/4/16

Application Reviewed By:

Amount Approved by City Commission:

Date Approved:

Account #



May 2, 2016

Vanessa Vixamar

[REDACTED]

Margate, FL 33063

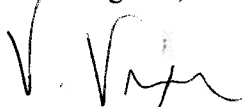
To Whom It May Concern,

I am a sophomore, biology major, community health minor from Margate, Florida attending Howard University in Washington, DC. This summer I will be studying abroad in Cape Town, South Africa from June 14<sup>th</sup> to July 30<sup>th</sup> 2016. This program, with an emphasis on community health and sociology, draws attention to the health-related issues that affect South Africa in addition to the social and economic impact. This course is divided into two parts: academic lectures and field placements. Particular attention will go to the demographics of chronic, non-communicable diseases and infectious diseases, as well as their prevention and treatment. This will include outbreaks, HIV and AIDs, tuberculosis and diseases of poverty. I will also interact with doctors, nurses, patients and community members outside of the classroom, in hospitals, clinics, nursing homes and other public health related NGOs. I want to gain a world view on communities, like Cape Town, that aren't fortunate enough to have many of the things we take for granted; I also want to leave an impact on the South African community through my service. This opportunity will give me field experience on my journey to becoming a doctor. All the while, I will be able to immerse myself in South African culture.

In order to embark on this trip, I am asking for donations from local businesses, organizations, institutions and individuals like you. With your help, I aim to raise \$6000 to go toward the cost of tuition, housing, airfare, textbooks and other trip-related required expenses. Please help in any way that you can.

If you are interested in supporting my study abroad effort please feel free to contact me by phone at [REDACTED] or by email at [REDACTED]. Also, the link to my GoFundMe page is [www.gofundme.com/VanessaCapeTown](http://www.gofundme.com/VanessaCapeTown). Thank you in advance for your consideration.

Best Regards,



Vanessa Vixamar



## SO/HL 345 Health and Community Development in South Africa

### Course info

**PROGRAM(S):**

Cape Town Summer - Health Studies (/study-abroad/programs/cape-town-summer-health-studies)

**DISCIPLINE(S):**

Sociology

Health Studies

**TERMS OFFERED:**

Summer

**CREDITS:**

6

**LANGUAGE OF INSTRUCTION:**

English

**PREREQUISITES:**

Students must have some background in Health or show an interest in Health globally. Prior studies in medicine or any health related field would be very advantageous.

**INSTRUCTOR:**

Dr. Firdouza Waggie

**ADDITIONAL STUDENT COST:**

None.

**CONTACT HOURS:**

156

**DESCRIPTION:**

The Programme can be adapted. The number of participants would play a big role in deciding the field placements. Classes will be from Mondays to Thursdays in the afternoon. Special Field Trips with the Ambulance Service can be arranged on Fridays. This course focuses on health-related issues confronting South Africa as well as their social and economic impact. The course examines international, regional, national, government, civil society, community and private sector efforts addressing these issues. Particular attention is paid to the demographics of chronic, non-communicable diseases and infectious diseases, as well as their prevention and treatment. The course includes exposure to a variety of healthcare environments as well as community-based research.

**ATTENDANCE POLICY:**

Students are required to attend all lectures and activities of this course. Should they not be able to attend then they need to inform their Professor and Course Convener timeously and provide the necessary proof (sick certificate) if needed.

**LEARNING OUTCOMES:**

By the end of the course students will be able to:

- Understand the policy landscape framing healthcare delivery globally and in South Africa with particular reference to the district health system
- Identify the challenges in ensuring effective health care delivery and their impact on social and economic wellbeing in South Africa
- Understand the role of NGO and community efforts in alleviating these challenges
- Critically analyze the relationship between health and community development
- Appreciate the goals and vision of initiatives such as Health-for-All, Comprehensive Primary Health Care, and the Millennium Development Goals
- Link chronic, non-communicable, and infectious diseases to related healthcare issues

**METHOD OF PRESENTATION:**

Fieldwork, action learning (debates, DVD's, group activities, class discussions and student presentations) and lectures. There is significant emphasis on individual experiential learning that is experienced through the fieldtrips.

Note that for fieldtrips students are expected to bring a clipboard/notebook, pen/pencil, sunhat and sunscreen, and usually a light packed lunch and water/juice (when the fieldtrip runs over lunchtime).

**FIELD STUDY:**

**Part II – Mentoring field experiences and assignments:**



1. Every other week, the students will meet and exchange their impressions, experiences and feelings, and create a podium for interpersonal discussions. These sessions will also be used for expanding on previous courses, if applicable.
2. Students will keep a field diary to capture experiences and learning on a daily basis.

#### **REQUIRED WORK AND FORM OF ASSESSMENT:**

Students will be assessed continuously in line with incremental learning and IES associated assessment criteria as outlined in the IES 2015 Abroad Faculty Handbook.

#### **Grading Policy**

Students are encouraged to submit all assignments before or on the dates they are due. No negotiations will be entered into in this regard. The University of Cape Town late assignment policy will apply and is as follows:

All assignments late by one day will receive a 5% penalty. For every day late thereafter 2% will be deducted and no assignments will be accepted after the first week.

**Each assignment must be accompanied by a signed plagiarism declaration sheet, be uploaded on TURNITIN (VULA), and students must submit a hard copy to their professor.**

All students are required to:

- Attend 100% of lectures
- Complete all assignments
- Prepare for each class by doing the necessary reading and reflection
- Engage in class discussions and related activities
- Attend all field placements
- Journal daily experiences in and out of class activities

#### **Form of Assessment**

- Class participation - Presentations - 10%
- Assignments: Healthcare in RSA, HIV&AIDS and TB - 30%
- Fieldwork, Journaling your daily experiences, reading summaries, and Egoli Survey - 20%
- Research Paper - 30%
- Presentation of research - 5%
- Portfolio of Evidence - 5%

#### **ASSIGNMENT 1: Healthcare System in South Africa 1000 WORD ESSAY**

Write an essay about the Healthcare System in South Africa with particular references to the Apartheid system and the new democratic dispensation and how it influenced healthcare. You also have to highlight the new National Health Insurance system the government is busy introducing in the healthcare sector. You have to describe both the public and private healthcare systems and how it affects the South African population.

Criteria:

- Cover page, paragraphs, font used, page numbers, presentation - 5
- Understanding the RSA Health System and explaining it in own words - 30
- Using references in the text - 5
- Introductory remarks - 5
- Summarising the information - 5

**TOTAL: 50 marks**

#### **ASSIGNMENT 2: HIV&AIDS Questionnaire**

Please write your answers on a separate A4 lined page and attach the questionnaire to it. Your answers can be located in the book HEALTH AND HEALTHCARE in SOUTH AFRICA (Van Rensburg) as well as the notes on HIV&AIDS.

1. Draw a table of the 2014 (a) Global and (b) Southern African Regional summary of the HIV&AIDS pandemic - 25
2. (a) Draw the diagram of the HIV family tree and (b) discuss the relationship between HIV and AIDS. Does HIV really cause AIDS? (Van Rensburg et.al) and any dissident Reading - 25
3. Discuss the latest HIV&AIDS prevalence trends amongst youth (18-35) from the 2011/2012 statistics of South African provinces. (Google) RSA Health Dept - 25
4. In your own words, discuss the issues of ignorance, denial, myths and cultural beliefs in South Africa and how it contributes to the spread of HIV&AIDS - 25



The papers must be handed in before the commencement of the lecture.

**TOTAL: 100 marks**

### **Assignment 3: TB Questionnaire**

**Please answer the questions in your own handwriting.**

1. What is TB? - 2
2. Why is TB still a problem in South Africa? - 2
3. How is TB spread? - 2
4. What is latent TB infection? - 2
5. What is active TB disease? - 2

#### **Latent TB Infection**

6. If I have latent TB infection, how can I keep from developing active TB disease? - 5
7. What if I have HIV infection? - 5
8. If I was exposed to someone with active TB disease, can I give TB to others? - 5

#### **Active TB Disease**

9. How is active TB disease treated? - 5
10. What are the side effects of TB medicines? - 10
11. What is multidrug-resistant TB and extensively drug-resistant TB? - 10

**TOTAL: 50 marks**

### **Assignment 4: Research Paper**

#### **3000 WORD PAPER**

Font: Times New Roman (11) (1.5 line spacing)

Choose a topic from any health related field to be discussed in class. Choose a topic that you are interested in. Do a bibliographical study on your topic. Make use of books, journals and research papers as Resources. It must not be older than 5 years. Where possible combine your online and library resources with personal interviews with doctors, nurses, patients or community members.

This research paper should be a reflection of your collective learning in this course, which will include what you have learnt in class as well as what you have seen on field trips and have experienced in your service learning work. The annotated bibliography will have assisted you to clarify your topic and learn more about what the literature states about it. Consider the literature and develop your argument within your research paper. You will use the research you have done in your annotated bibliography assignment amongst others and will proceed to answer the question you have formulated. You will get credit for using your own practice and service learning experience in your paper. (See notes on outline of Research Paper)

The following must be reflected:

Cover page with all relevant information on  
Content page with page numbers  
Introduction  
Paragraphs with headings reflected in content page  
Integration of service learning and experiences  
Concluding remarks and recommendations  
Photos, pictures, graphs, etc.  
Addendum with extra resources  
Bibliography of all the sources used

Criteria:

Suitability of title and cover pages - 2  
Table of content with page numbers for headings - 3  
INTRODUCTION: Innovative idea, (problem statement) and research question - 10  
Theoretical framework (how you are approaching your research) and logical layout - 5  
Ethical considerations - 5  
Content: Factual information; referencing; photos, graphs, tables, lists, language use - 35  
Use of annotated bibliographical sources to substantiate claims, statements and assertions - 10  
Making use of personal interviews, experiences, field trips, questionnaires, etc. to substantiate existing knowledge, or to come to new insights - 10  
Conclusion: Making your own concluding remarks about what you have discovered or learned - 10  
Technical aspects (typing, format, editing, page numbering, numeric order of sub-headings, etc - 5



**TOTAL: 100 marks**

### Assignment 5: Portfolio of Evidence

This piece of work accounts for 5% of the total course mark. Once completed it represents a folder of evidence of what you have done in the course and more importantly what you have learned. You will be required to keep a file which you will build on throughout the course. This file will contain various sections and will be your resource and evidence of work done. A word of caution: **Do NOT leave this task for the last week. You need to be working on your portfolio from the first lecture.**

**Your file MUST contain the following:**

Cover page with details of student, lecturer, course and assignment

Content page with all the relevant details listed with page numbers

An introduction – this is an overall reflection of what you did, your course expectations, and your key learning

Journaling my experience – you can choose to write in this section as often as you like but it should reflect some defining moments for you in the course

Assignments 3 – in this section you place your marked assignments, including your symposium presentation slides

Field Work – In this section you will be required to document an interview that you will conduct as part of your research paper (All your field experiences and site visit notes must be posted here. You may also add your photos or any work you developed in your service learning. You may be creative and decide what you would like to add to this section.)

Reflection – This section contains an evaluation of your own learning, a reflection of your experiences both the positive and the negative, and your impressions of the course

**NB: Youth Health and Community Development experiences only.**

Criteria:

Cover page with details of student, lecturer, course and assignment - 1

Content page with all the relevant details listed with page numbers - 1

Overall layout of Portfolio, Filing system, etc. - 3

Introduction. This is an overall reflection - 2

Journaling your experience - 20

Content: Marked Assignments, slides - 30

Healthcare in RSA - 10

HIV&AIDS and TB - 10

NCD - 5

Symposium presentation - 5

Research Assignment - 30

EGOLI: Community Development - 10

Reflection/Conclusion - 3

**TOTAL: 100 marks**

### CONTENT:

This course is divided in two parts:

1. Academic Lectures
2. Field placements

SECTION	WEEK	DAY	COURSE CONTENT
1	1	1	Culture and Introduction to the course
2		2	Historic Overview of RSA; Economics and Politics of Health; and Visits to Hospitals (private and state)
3		3	GLOBAL HEALTH: Overview of Global Health Policy and Healthcare around the world; Overview of healthcare in South Africa: Policies and Framework; Millennium Development Goals
4		4	LOUD EMERGENCIES: Communicable Diseases; Outbreaks/HIV&AIDS/TB
5		5	EPIDEMIOLOGY: Non-Communicable Diseases; Diseases of Poverty
6	2-3		OBSERVATIONS: Hospitals, Clinics, and Community Health Centers
7	4	1-3	EGOLI: Community Development Project - Health Survey



8	5	1-5	OBSERVATIONS: Rob Ferreira Tertiary Hospital and Barberton Hospital
---	---	-----	---------------------------------------------------------------------

## REQUIRED READINGS:

### Global Health

Global health is the health of populations in a global context;[1] it has been defined as "the area of study, research and practice that places a priority on improving health and achieving equity in health for all people worldwide".[2] Problems that transcend national borders or have a global political and economic impact are often emphasized.[3] Thus, global health is about worldwide health improvement, reduction of disparities, and protection against global threats that disregard national borders.[4] Global health is not to be confused with international health, which is defined as the branch of public health focusing on developing nations and foreign aid efforts by industrialized countries.[5]

The predominant agency associated with global health (and international health) is the World Health Organization (WHO). Other important agencies impacting global health include UNICEF, World Food Programme, and the World Bank. The United Nations has also played a part with declaration of the Millennium Development Goals.[6]

### References

1. Brown TM, Cueto M, Fee E; Cueto; Fee (January 2006). "The World Health Organization and the transition from "international" to "global" public health". *Am J Public Health* 96 (1): 62–72. doi:10.2105/AJPH.2004.050831.PMC 1470434. PMID 16322464.
2. Koplan JP, Bond TC, Merson MH et al. (June 2009). "Towards a common definition of global health". *Lancet* 373 (9679): 1993–5. doi:10.1016/S0140-6736(09)60332-9.PMID 19493564.
3. Global Health Initiative (2008). *Why Global Health Matters*. Washington, DC: FamiliesUSA.
4. Macfarlane SB, Jacobs M, Kaaya EE; Jacobs; Kaaya (December 2008). "In the name of global health: trends in academic institutions". *J Public Health Policy* 29 (4): 383–401. doi:10.1057/jphp.2008.25. PMID 19079297.
5. White F, Nanan DJ (2008). "International and Global Health". In Maxcy-Rosenau-Last. *Public Health and Preventive Medicine* (15th ed.). McGraw Hill. pp. 1252–8. ISBN 9780071441988.
6. "Millennium Development Goals". United Nations. Retrieved 2013-03-15.

### Health and Health Care in South Africa

The current general healthcare status in South Africa; overview of South Africa's healthcare systems in view to its needs and challenges, and in comparison to other healthcare systems globally; health environment and development in view of South Africa's demographic and environmental conditions; overview of the morbidity and mortality rates for the population at large as a consequence of lifestyle, communicable and non-communicable diseases.

Health and Health Care in South Africa, Van Rensburg, Chapters 1, 4 and 5; handouts

Primary Health Care – Fresh Perspectives. V Zweigenthal, T Puoane, L Reynolds et al. Pearson Prentice Hall (2009).

Intersectoral Action for Health – A Cornerstone for Health-for-All in the 21st Century. WHO (1997).

A National Health Plan for South Africa. African National Congress (1994).

South Africa Info – Gateway to the Nation: [http \(http://www.southafrica.info/abaout/\):// \(http://www.southafrica.info/abaout/\)www \(http://www.southafrica.info/abaout/\). \(http://www.southafrica.info/abaout/\)southafrica \(http://www.southafrica.info/abaout/\). \(http://www.southafrica.info/abaout/\)info \(http://www.southafrica.info/abaout/\)/ \(http://www.southafrica.info/abaout/\)about \(http://www.southafrica.info/abaout/\)/ \(http://www.southafrica.info/abaout/\)](http://www.southafrica.info/abaout/)

SA Health Info – health knowledge network of South Africa: <http://www.sahealthinfo.org/sahealthinfo.htm> (<http://www.sahealthinfo.org/sahealthinfo.htm>)

South African Health Review 2008 (Health Systems Trust): <http://www.healthlink.org.za/> (<http://www.healthlink.org.za/>) or <http://www.hst.org.za/publications/841> (<http://www.hst.org.za/publications/841>)

### Millennium Development Goals – Achievable or Not?!

What are they, are they necessary, to what extent have they been achieved, are they achievable, how can they be achieved, etc.

Required reading material will be issued in the preceding class

Primary Health Care – Fresh Perspectives. V Zweigenthal, T Puoane, L Reynolds et al. Pearson Prentice Hall (2009).

Intersectoral Action for Health – A Cornerstone for Health-for-All in the 21st Century. WHO (1997).

Millennium Project Report to the UN Secretary-General: Investing in Development – A Practical Plan to Achieve the Millennium Development Goals – Chapter 10: Africa's Special Needs. United Nations Development Programme (2005).

The Equity Gauge - Concepts, Principles, and Guidelines. The Global Equity Gauge Alliance (2003).

A National Health Plan for South Africa. African National Congress (1994).

Three-Letter Plague. J Steinberg. Jonathan Ball Publishers (2007).

United Nations Millennium Declaration: <http://www.un.org/millennium/declaration/ares552e.htm> (<http://www.un.org/millennium/declaration/ares552e.htm>)

Millennium Development Goals - United Nations: <http://www.un.org/millenniumgoals/> (<http://www.un.org/millenniumgoals/>)

Millennium Development Goals - Press Release: "Economic troubles make delivery on anti-poverty commitments even more urgent" - [http://www.un.org/millenniumgoals/2011\\_Gap\\_Report/2011MDGGAP\\_PR\\_EN.pdf](http://www.un.org/millenniumgoals/2011_Gap_Report/2011MDGGAP_PR_EN.pdf)

([http://www.un.org/millenniumgoals/2011\\_Gap\\_Report/2011MDGGAP\\_PR\\_EN.pdf](http://www.un.org/millenniumgoals/2011_Gap_Report/2011MDGGAP_PR_EN.pdf))

WHO | Millennium Development Goals (MDGs): [http://www.who.int/topics/millennium\\_development\\_goals/en/](http://www.who.int/topics/millennium_development_goals/en/) ([http://www.who.int/topics/millennium\\_development\\_goals/en/](http://www.who.int/topics/millennium_development_goals/en/))

### Loud Emergencies: Communicable Diseases: HIV/AIDS and Tuberculosis– A Deadly 'Cocktail'

Expansion of HIV/AIDS, MDR-TB and XDR-TB and their impact on society, government, economy, etc.



Health and Health Care in South Africa, HCJ van Rensburg  
 Health and Health Care in South Africa, Van Rensburg, Chapters 1, 4 and 5; handouts  
 UNAID, 2009 HIV UPDATE  
 Averting HIV and AIDS: <http://www.avert.org/aidssouthafrica.htm> (<http://www.avert.org/aidssouthafrica.htm>)  
 Primary Health Care – Fresh Perspectives. V Zweigenthal, T Puoane, L Reynolds et al. Pearson Prentice Hall (2009).  
 Whiteside, A. (1996). Economic impact in selected countries and the sectoral impact. In AIDS in the World II. J. Mann, and D. Tarantola, eds. New York: Oxford University Press. (2002).  
 Arndt, C., and J.D. Lewis (2000). The macro implications of HIV/AIDS in South Africa: a preliminary assessment. South African Journal of Economics, vol. 68, No. 5.

### **Epidemiology: The Rise of Non-communicable Diseases in (South) Africa**

Diabetes, hypertension, liver and kidney diseases, as well as cancer, and their social and economic impact on personal lives and national budgets.

Chronic diseases in developing countries: Growing pains | The Economist: [www.economist.com/node/21530099](http://www.economist.com/node/21530099)  
 (<http://www.economist.com/node/21530099>)  
 WHO | Noncommunicable Diseases and Mental Health: <http://www.who.int/nmh/en/> (<http://www.who.int/nmh/en/>)

### **Community / Township Structure and (Healthcare) Services**

Includes (non-)existing access to 'Western' healthcare services, traditional healthcare use and place in a combined, overall effective public healthcare system

Intersectoral Action for Health – A Cornerstone for Health-for-All in the 21st Century. WHO (1997).  
 Health and Health Care in South Africa, Van Rensburg, Chapters 1, 4 and 5; handouts

### **RECOMMENDED READINGS:**

#### **TEXTS:**

1. Primary Health Care – Fresh Perspectives. V Zweigenthal, T Puoane, L Reynolds et al. Pearson Prentice Hall (2009).
2. Intersectoral Action for Health – A Cornerstone for Health-for-All in the 21st Century. WHO (1997).
3. Millennium Project Report to the UN Secretary-General: Investing in Development – A Practical Plan to Achieve the Millennium Development Goals – Chapter 10: Africa's Special Needs. United Nations Development Programme (2005).
4. The Equity Gauge - Concepts, Principles, and Guidelines. The Global Equity Gauge Alliance (2003).
5. A National Health Plan for South Africa. African National Congress (1994).
6. Three-Letter Plague. J Steinberg. Jonathan Ball Publishers (2007).

#### **INTERNET/WEB RESOURCES:**

##### **International focus:**

1. Universal Declaration of Human Rights: <http://www.un.org/Overview/rights.html> (<http://www.un.org/Overview/rights.html>)
2. Global Equity Gauge Alliance: <http://www.gega.org.za/about.php> (<http://www.gega.org.za/about.php>)
3. Global Health Watch: <http://www.ghwatch.org/> (<http://www.ghwatch.org/>)
4. Global Health Workforce Alliance: <http://www.ghwa.org> (<http://www.ghwa.org>)
5. Global Healthcare Information Network: <http://www.ghi-net.org> (<http://www.ghi-net.org>)
6. Healthcare Information for All by 2015 (HIFA2015): <http://www.hifa2015.org> (<http://www.hifa2015.org>)
7. Make Poverty History: <http://www.makepovertyhistory.org> (<http://www.makepovertyhistory.org>)
8. Patient Views: <http://www.patient-view.com/> (<http://www.patient-view.com/>)
9. WHO Statistical Information System (WHOSIS): <http://www3.who.int/whosis/menu.cfm> (<http://www3.who.int/whosis/menu.cfm>)
10. Africa Regional Sexuality Resource Centre: <http://www.arsrc.org/> (<http://www.arsrc.org/>)

##### **South African focus:**

1. South Africa Info - Gateway to the Nation: <http://www.southafrica.info/about/> (<http://www.southafrica.info/about/>)
2. South Africa Health Info - health knowledge network of South Africa: <http://www.sahealthinfo.org/sahealthinfo.htm> (<http://www.sahealthinfo.org/sahealthinfo.htm>)
3. South Africa Health Review 2008 (Health Systems Trust): <http://www.healthlink.org.za/> (<http://www.healthlink.org.za/>) or <http://www.hst.org.za/publications/841> (<http://www.hst.org.za/publications/841>)
4. South Africa Alcohol and Drug Abuse site: <http://www.sahealthinfo.org/admodule/alcdrug.htm> (<http://www.sahealthinfo.org/admodule/alcdrug.htm>)

### **BRIEF BIOGRAPHY OF INSTRUCTOR:**

Dr Firdouza Waggie is a registered physiotherapist a senior lecturer and holds a BSc (PT), MSc (PT) and PhD degree from the University of the Western Cape (UWC). She completed a postgraduate certificate in project management at Cape Town University of Technology. She worked as a physiotherapist at Groote Schuur Hospital, where she became a senior physiotherapist. She is currently the Director of the Interdisciplinary Teaching and Learning Unit in the Faculty of Community and Health Sciences at the University of the Western Cape. The unit is responsible for developing and coordinating interdisciplinary community-oriented core courses and service-learning in both rural and urban communities for health science students. Her expertise and research areas include: health professions education, community engagement and development, interprofessional education, service-learning and school health promotion.



## Cape Town Summer - Health Studies

Prices are in effect for Summer 2016



### Summer Program Fee (invoiced by IES Abroad)

Tuition	\$5,245
Housing - Private apartments, no meals provided	\$1,575
Health insurance	\$130
<b>Total IES Abroad Program Fee</b>	<b>A= \$6,950</b>

### Additional Fees for Special Options Associated with Tuition and Housing (invoiced by IES Abroad)

School of Record transcript (if required)	\$375
<b>Total Additional Fees</b>	<b>B=</b>

Please add up additional fees that apply and place the sum in the box

### Additional Estimated Expenses for Student Budgeting Purposes (select those that apply)\*

The following expenses are estimated and will vary due to individual needs, spending habits, and fluctuating exchange rates.

Round-trip airfare (varies with point of departure and carrier)	\$1,300-\$1,700
Textbooks, copyright permission fees, course packets and other course-related materials	\$95
Cost of meals not included in IES Abroad housing/meals fee by housing type (while classes are in session)	
Private apartments	\$900
Rental or purchase of required cell phone - does <b>not</b> include usage fees	\$30-150
Student-purchased Internet (3 gig per purchase)	\$20-100
Optional IES Abroad Field Trip	\$210
Local transportation	\$275
Personal expenses (does not include personal student travel)	\$700
<b>Total Other Estimated Expenses</b>	<b>C= 8,353</b>

Please add up other estimated expenses that apply and place the sum in the box

**Total Estimated Budget** **A+B+C= 10,303**

Please add the totals in boxes A, B, and C above and place the sum in the box

\* All amounts in this booklet are expressed in U.S. dollars. Estimated expenses are based on August 2015 exchange rates. These expenses may vary due to individual needs, spending habits, and exchange rates, and are not included in the IES Abroad program fee. Personal expenses may include but are not limited to the following: meals/beverages (outside selected housing/meals option), social activities and entertainment, toiletries, laundry, and communications facilities (e.g. Internet café, phone centers.) Some items such as textbooks may be billed separately by IES Abroad.

#### Discounts and Scholarships/Aid

- Students will receive a \$500 credit on Summer tuition if a summer program is attended before or after a semester or academic year program.
- The IES Abroad program fee does not reflect scholarships, financial aid, or grants such as the IES Abroad Public University Grant.

#### Visas / Consular / Residency Fees:

- Depending on visa requirements related to certain program locations, length of term, and consular jurisdictions, students may also incur costs for expedited processing, predeparture travel to the consulate or for IES Abroad ACCeSS™ (\$125) to obtain their visa.
- These estimated fees apply to U.S. citizens. Non-U.S. citizens may have different requirements and costs.

#### Cell Phone Usage Fees:

- Cell phone usage fees are additional and on a per call basis, depending upon location.





33 W. Monroe Street  
Suite 2300  
Chicago, IL 60603-5405  
Toll Free: 800.995.2300  
Tel: 312.944.1750  
Fax: 312.944.1448  
www.IESabroad.org

☐ Check here if address or telephone number  
has changed. Please indicate the changes on  
the back of this page.

Vanessa Vixamar

Margate FL 33063

Program: Cape Town Summer - Health Studies  
Home School: Howard University  
Date: May 3, 2016  
Student ID:   
Balance Due: \$ 5,450.00

-----  
Detach here and return upper portion with your check or money order

<u>Program</u>	<u>Term</u>	<u>Trans Date</u>	<u>Transaction Description</u>	<u>Amount</u>
Cape Town Summer - Health Studies	2016 Summer	04/22/2016	Mandatory Health Insurance	\$ 130.00
Cape Town Summer - Health Studies	2016 Summer	04/22/2016	Housing	\$ 1,575.00
Cape Town Summer - Health Studies	2016 Summer	04/22/2016	Tuition	\$ 5,245.00
Cape Town Summer - Health Studies	2016 Summer	04/18/2016	Scholarship-Need Based	(\$ 1,000.00)
Cape Town Summer - Health Studies	2016 Summer	04/15/2016	Confirmation Deposit Payment	(\$ 500.00)

Terms: Payment Due Upon Receipt

Transcripts are not released until all financial obligations are met

All payments must be made by check, money order, cashier's check, or online via your MyIESabroad account.





33 W. Monroe Street  
Suite 2300  
Chicago, IL 60603-5405  
Toll Free: 800.995.2300  
Tel: 312.944.1750  
Fax: 312.944.1448  
[www.IESabroad.org](http://www.IESabroad.org)

☐ Check here if address or telephone number  
has changed. Please indicate all changes on  
the back of this page.

Vanessa Vixamar

Margate FL 33063

Program: Cape Town Summer - Health Studies  
Home School: Howard University  
Date: May 3, 2016  
Student ID:   
Balance Due: \$ 5,450.00

-----  
Detach here and return upper portion with your check or money order

<u>Program</u>	<u>Term</u>	<u>Trans Date</u>	<u>Transaction Description</u>	<u>Amount</u>
			Balance Due:	\$ 5,450.00

Terms: Payment Due Upon Receipt

Transcripts are not released until all financial obligations are met

All payments must be made by check, money order, cashier's check, or online via your MyIESabroad account.