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Meanings of medications, metonymy

Peter Winch

Health Behavior Change at the Individual, Household and Community Levels
224.689
Finishing up: Efficacy
Which kind of efficacy is used?

<table>
<thead>
<tr>
<th></th>
<th>Health professionals</th>
<th>Patients, communities</th>
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<tr>
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More accurate

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Factors that increase gap between scientific and empirical efficacy

- Differences in terminology: fusion and splitting of terms
- Unobservable phenomena: viruses, parasites, immune system
- Sample size needed to observe an effect
  - Some effects only observable at the population level
- Length of observation
How people respond to the gap

• “It may be true where you come from, but here it is different. We see that....”
Addressing the scientific-empirical efficacy gap

- Accept the validity of the observation
- Complement people for being observant
- Offer other explanations of the phenomena observed
- Perform demonstrations
- Anticipate what people will experience
van der Geest and Whyte
van der Geest and Whyte

- Medicines are biologically efficacious
- BUT: Their biological efficacy only part of their popularity
- Part 2 of the “beyond scientific efficacy” argument:
  1. Young: There is more to efficacy than scientific efficacy
  2. van der Geest: Popularity of drugs is not only related to their efficacy
van der Geest and Whyte

- Medicines are extremely popular and in demand across a range of contexts
- Key to understanding their popularity is their concreteness as substances, not just their efficacy
  - Surgery is professional and esoteric
  - Medicines are democratic and exoteric
Overview of argument

- Medicines have implications for social relations
- Medicines are commodities
- Medicines are good to think with
  - Metaphors
  - Metonymys
Implications for social relations

- Analogy with writing/books
  - Books liberate knowledge from the producers of the knowledge
  - Medicines liberate healing from control by healers, health workers and families
- Medicines can be obtained covertly
  - Important especially for women
  - Avoid need for permission from husband
  - Avoid social scrutiny/social risk/social control
This photo was removed because JHSPH OpenCourseWare could not gain permission for its use.
Medicines as commodities

- Medicines are “salable”
  - They have value
  - Their value survives change of owner
- Meet an urgent need
- Easy to transport
- Small amount has large value
This photo was removed because JHSPH OpenCourseWare could not gain permission for its use.
“The age of commodities”

- Key commodities
  - Antiretroviral drugs (ARVs)
  - Laboratory tests for AIDS care: CD4 etc.
  - Artemisinin Combination Therapy for malaria (ACTs)
  - Rapid tests for malaria
  - Long-lasting mosquito nets
  - Tuberculosis drugs, X-ray machines
  - New vaccines: HiB, pneumococcal etc.
Donors and projects with focus on procurement of commodities

- Clinton Foundation
  - Negotiation of lower prices
- USAID/PEPFAR: President’s Emergency Plan for AIDS Relief
  - ARVs, lab tests, tr. opportun. infections
- USAID/PMI: Presidential Malaria Initiative
  - ACTs, long-lasting nets, insecticides
- Global Fund for AIDS, TB and Malaria
Metaphoric associations

- Plumbing metaphors
  - Body: “The pipe is blocked”
  - Drug: “This is to unblock the pipe”
- Drug metaphors in psychiatry
  - “Clears the mind”
  - “To straighten one’s thoughts”
  - “To keep one’s thoughts together”
- Dead metaphors e.g. “data collection”, “time is money”
## Metonymy: Part signifies the whole

<table>
<thead>
<tr>
<th>Word</th>
<th>Original use</th>
<th>Metonymic use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweat</td>
<td>Perspiration</td>
<td>Hard work</td>
</tr>
<tr>
<td>Dish</td>
<td>Item of crockery</td>
<td>A course in dining</td>
</tr>
<tr>
<td>The press</td>
<td>Printing press</td>
<td>News media</td>
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</tbody>
</table>
Example: Man from Bangladesh works in Dubai for 5 years, then returns home and wants to invest his savings in a business. Where is there more “metonymy potential”, and why?

– Buy a car and use for a taxi
– Buy stock of drugs and start drug shop
– Buy cell phones and cards and start cell phone shop
What your Response Paper might look like

- Example of contrast between scientific and empirical efficacy you have observed, your thoughts on how to bridge the gap
- Example of communication problem related to differences in emic and etic terms you have observed, thoughts on how to improve communication
- Critique of one of the articles
- Example of how you see “cultural difference” addressed in public health, how could it be done better
What we look for in grading Response Papers

- Evidence you have read and thought about the assigned readings, and cite them intelligently
  - We are not checking to see if you have cited every reading
  - We are not checking for citation of additional articles

- Well-structured essay, logical flow of ideas
  - May be good idea to make an outline
Reference management software
Reference management software

- Both an organization tool for references and a tool to create bibliographies in papers
- Requires a time investment up front to learn the software and to develop your libraries, but worth it down the road
- Can format to any journal requirements (APA style, etc.)
RefWorks

- Web-based citation management tool
- JHU has an institutional site license
  - Free while you are here
  - Lose access 6 months after ending student status
- Detailed overview (no registration required): Tuesday, Nov. 9, 12:15 - 1:30 pm in this room Becton-Dickinson
Basic RefWorks Demonstration

- Importing references
- Managing references in RefWorks
- Creating Bibliographies

http://www.welch.jhu.edu/
Welch library courses

- Welch library
  - Short courses: www.welch.jhu.edu/classes/index.cfm
  - Online tutorials and guides: www.welch.jhu.edu/welch_tutorials/
    - www.welch.jhu.edu/welch_tutorials/RefWorks.cfm
# Discussion rooms today

<table>
<thead>
<tr>
<th>Group</th>
<th>TA</th>
<th>Room</th>
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<tbody>
<tr>
<td>Group 1</td>
<td>Ginny Tedrow</td>
<td>HH 208</td>
</tr>
<tr>
<td>Group 2</td>
<td>Melissa Poulsenn</td>
<td>HH 901</td>
</tr>
<tr>
<td>Group 3</td>
<td>Rachel Chase</td>
<td>W2015</td>
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<td>Group 4</td>
<td>Steve Kodish</td>
<td>W2017</td>
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<tr>
<td>Group 5</td>
<td>Bryan Shaw</td>
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