CIEE Global Institute – Buenos Aires

Course name: Topics and Challenges in Public Health
Course number: PUBH 3102 BAAR
Programs offering course: Buenos Aires Open Campus
Open Campus track: Global and Community Health
Language of instruction: English
U.S. semester credits: 3
Contact hours: 45
Term: Fall 2018

Course Description
This course is oriented to analyze the priority of health topics that affect population health. The new global geopolitical scenario condensed in the Sustainable Development Goals (SDG’s) impels the need to identify major threats to health and ways to confront those threats. This signal incorporating new paradigms such as life course theory, or different ways of understanding health with all its complexities. Argentina constitutes an interesting and exciting place of learning in order to understand how an epidemiological transition in the public is revealed through the gradients and gaps in health quality in different sectors of the society, fundamentally reflecting living and socioeconomic status (SES). The possibility of confronting realities, theoretical frameworks, problems, modalities of interventions will be approached through participatory and innovative activities.

Learning Objectives
By the end of the course, students will be in a position to:

• Understand the basic principles of public health
• Search relevant sources of information in the field of public health
• Understand health as a complex social construct in continuous transition
• Identify and apply indicators to characterize population health
• Utilize the main tools and strategies to approach public health issues at the policy, institutional and community levels.
Course Prerequisites

Students should have completed a level 2000 class in global health studies prior to taking this course.

Methods of Instruction

The teaching activities for this course include:
The course will be taught using lectures, seminars, case study discussions, group presentations. Classroom activities will involve group work and critical discussion groups considering and arguing on key debates of public health topic based on the analysis of health data and oriented readings. Students will do sites visits and interviews. International guest speakers will be invited through videoconference in order to facilitate to the students the dialogue with international experts on the field.

Assessment and Final Grade

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Weekly Report (5)</td>
<td>20%</td>
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<tr>
<td>Final Presentation</td>
<td>30%</td>
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<tr>
<td>Final Paper</td>
<td>30%</td>
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<tr>
<td>Total grade</td>
<td>100%</td>
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Course Requirements

Weekly Report
At the end of the week (every Friday or the last class of the week) each student will submit a word document (500 words) as synthesis reporting highlights, main contributions and learning points during the previous week. For this purpose, the report will be presented in a special format with one section that incorporates a piece of critical view of the overall activity. Professors will provide to the students with highlights and guidelines to do so. The report should be uploaded in the virtual platform that will be developed specially for this course.

Final Presentation
Students will be required to make a group (3-4 students) presentation based on a topic, component or module related to the course and chosen by the student with the previous faculty
agreement. This presentation will be part of a group session with the participation of the students and professors at the end of the course. Each presentation will cover 15 ppt slides plus 10 minutes of discussion with the audience.

Final Paper
A 2,000-word discussion paper will be required. The manuscript has the purpose to evaluate the level of comprehension and critical thinking of the student. The structure of the paper will have a common format (template). This paper will cover a specific topic and needs to express a solid understanding and reflection on the assigned topic. The topic cannot be the same as the oral presentation one.

Participation
Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities. To promote future pedagogical and strategic adjustments, students will also be requested to fill a form with an anonymous evaluation related to the class dynamics and contents. Although the content of the evaluation (considering that is anonymous) will not be evaluated or graded, satisfying this requirement constitutes a mandatory participation task.

Attendance Policy
Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short-Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.
For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise because of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Equivalent Number of Open Campus Semester classes</th>
<th>Minimum Penalty</th>
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<tbody>
<tr>
<td>Up to 10%</td>
<td>1 content classes, or up to 2 language classes</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>2 content classes, or 3-4 language classes</td>
<td>Participation graded as per class requirements; <strong>written warning</strong></td>
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<tr>
<td>More than 20%</td>
<td>3 content classes, or 5 language classes</td>
<td><strong>Automatic course failure,</strong> and possible expulsion</td>
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**Weekly Schedule**

**NOTE:** this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.
Week 1  Orientation Week

Class 1:1 Introduction class: professor will explain the schedule, contents and requirements of the class. Students expectations related to the class and their individual’s learnings objectives will be presented and discussed as well.

Class 1:2 Introduction to Public Health

This class will introduce students in the general principles of public health and the main aspects of the local components of it and how it contributes to the understanding of health transitions in the Latin American and the Caribbean region.

Class 1:3 Life course approach to health

In this class students and professor will analyze the temporal and space dimensions associated with health construction includes life course sciences and health determinants. The integration of basic science into policies will be considered.

Readings:


Week 2

Class 2:1  Texts and Contexts
This class will help the students to understand the concepts and practical tools to evaluate the health situation at the population level.

**Class 2:2 Interactive tool: “Health in the Americas”**.

Students will access to the new digital platform of PAHO to exercise and analyze the health situation at country, regional and local levels. To analyze the findings class debate will be conducted by the instructor.

**Class 2:3 Case studies due on this date.**

Based on the data previously collected and the information provided by the instructor students will work on a case studies. Students will be asked to elaborate a map of critical points and main components that affect the population health and present one strategy to solve at least one of those issues.

**Week 3: Social determinants of health (the WHO approach)**

**Class 3.1.** The class will explore the relationship between life conditions, place, SES (particularly poverty) and health.

**Class 3. 2. Social exclusion, poverty and health inequities: the global pandemics?**

This class will explore on the possible responses to: How can we combat the great pandemic that affects humanity: social exclusion, poverty and health inequities? For this, students will have the chance to interview an International Guest Speaker. Guidelights and inputs for the interview will be facilitated for the instructor and previews readings will be mandatory for this interview, as well.

**Invited speaker:** Eugenio Villar Montesino MD MPH (WHO, Geneva)

**Readings:**

- Close the Health Gap | Michael Marmot (2016)
  Professor Sir Michael Marmot MD PhD (University College, London)
Class 3.3. Local situation analysis using health indicators will be do in this class.

Site Visits: Buenos Aires and the AMBA (Metropolitan Area of Buenos Aires)
To visit a health clinic and its surrounded areas, will allow student to learn about the organization of the public health sector- at the primary level of attention-understand how the SDH theory can be apply in the field to develop public policies and assist the population’s needs.
During this site visit students will have the chance to compare the social-health population reality within Buenos Aires City and the Metropolitan Area of Buenos Aires Province. To do so, students will have to resolve an observation guide provided and discussed in previous class with instructor.

Week 4: Early childhood and adolescent health

Class 4.1. Health and Life as a continuum
This class will examine health as a continuum in life population based on the theoretical approach of the course.

Class 4.2. Early Childhood when health count
Considering the life-course approach, we will consider the early stages of life till adolescence as a key period of life to be affected by decisions in health.

Class 4.3. Case studies
This class will be centered on the analysis of causes of inequities. The case studies presented will be related to translating neurosciences into policies and programs; core issues in adolescent health: transitions during adolescence, adolescent pregnancy, engendering adolescent health, risks and protective factors.

Instructor: Raul Mercer MD MSc and Irene Melamed MD

Readings:
● Mercer, Raúl; Hertzman, Clyde; Molina, Helia; Vaghri, Ziba. Promoting equity from the start through early child development and health in all policies (ECD-HiAP). 2013. http://www.unrisd.org/80256B3C005BCCF9/search/5416E4680AD46606C1257B730038FAC1

Week 5 Women’s Health and Ageing

Class 5.1. Woman health and sexual rights: controversies and debates.
The class will focus on examines case studies of key debates surrounding a number of sensitive issues in contemporary society, including sexual education, perinatal health, abortion, sexual and reproductive rights, contraception.

Class. 5.2. Contemporary issues around social inclusion, drug consume and disabilities

ToC (Tobacco or Cannabis), and social inclusion (diversity and disabilities). Financial costs of ageing on health care will also be explored.

Class. 5.3. Binational Comparative Immersion Activity (BiCIA): this will consist in a two-day-immersion activity involving faculty and people from two countries (Argentina and Uruguay). The purpose of this experience is to provide a real time approach towards the above mentioned core public health issues.
Invited speakers: Sergio Meresman (MCH) Karina Cimmino (MPH) Carlota Ramírez (Psyc) Daniel Maceira (PhD Economics, Specialist in Health Economics)

Final paper assessment will be deliver by Instructor to the students to be done for next week. Final Paper Due: Ending day of the program

Readings:
Week 6  Advocating for public health

Class 6.1.

This class will bring the students to arena of the policy-making-process. Advocacy in Public Health constitutes one of the key aspects of this discipline. Integration of sciences into policies provides a new horizon that intends to close the gap between rational thinking and policy-making. Evidence based public health represents a new challenge in the region oriented to enrich the informed decision making process. Relevant stakeholders in different sectors of the society will participate in this section through personal interviews.

- **The role of governments:** Ministry of Health (to be defined)
- **The role of cooperation agencies:** Pan American Health Organization (Virginia Bertolino MD), UNICEF (Fernando Zingman MD)
- **The role of civil society:** FLACSO, Program of Human Development (Pablo Vinocur Soc.)

Class 6:2

This class will be divided in two different parts the first one, will be run as discussion session on key aspects of advocacy. Comparative analysis of advocating activities in the US and Argentina will be considered based on its differences, similarities and major challenges.

The second part will be used by the students to finalize their group presentations under the supervision of the instructor.

Students will work on their final presentation with the guidelines of the instructor.

Class. 6.3. Final Presentation.

Students will present and share their main learnings and incomes, with the rest of the class, faculties and instructor.

Readings:

Transforming our world: the 2030 Agenda for Sustainable Development


Every Woman, Every Child (EWEC) [http://www.everywomaneverychild.org/](http://www.everywomaneverychild.org/)
Operational framework


Interactive tool: Health in the Americas

New digital platform of PAHO (to be launched in October 2107)

Exercises to analyze the health situation at country, regional and local levels.

- Close the Health Gap | Michael Marmot (2016)

Professor Sir Michael Marmot MD PhD (University College, London)

- Mercer, Raúl; Hertzman, Clyde; Molina, Helia; Vaghri, Ziba. Promoting equity from the start through early child development and health in all policies (ECD-HiAP). 2013. http://www.unrisd.org/80256B3C005BCCF9/search/5416E4680AD46606C1257B730038FAC1


Online resources:

http://www.everywomaneverychild.org/
http://www.unrisd.org/80256B3C005BCCF9/search/5416E4680AD46606C1257B730038FAC1