Study Center in Santiago, Dominican Republic

Course name: Pre-Professional Healthcare Issues
Course number: PUBH 3001 DRSU
Programs offering course: Community Public Health
Language of instruction: Spanish
Semester Credits: 4
Contact Hours: 60
Term: Summer 2017

Course Description
This course has been designed to introduce English-speaking students to social health, public health, and primary health care emphasizing the particular characteristics of the Caribbean region, the Dominican Republic, and Haiti. The course will be developed following an integrated and multidisciplinary approach to individual and community health by means of social and medical science concepts that allow for critical and logical analysis of health determinants and their impact on people’s health, health system’s organization and functions, and the health-illness scheme that contextualizes health based on cultural characteristics.

Learning Objectives
Upon completion of the course, students will be able to:
• Analyze different fundamental concepts related to social medicine and its impact on individual and community health.
• Identify social and biological factors related to the historical development of the health and illness process.
• Analyze the current status of the health system in the Caribbean countries, the Dominican Republic, and Haiti.
• Highlight the social-historical determinants of health practices in the Dominican Republic.
• Use a variety of fundamental theoretical resources to perform actions that generate community involvement processes and contribute to the solution of health problems.

Course Prerequisites
Four semesters of college-level Spanish or equivalent.

Methods of Instruction
The methodology to be implemented during the course will include the following instructional techniques:
• Interactive presentation instructor-student.
• Presentation by students.
• Group discussions.
• Social dramas.
• Reading Clubs.
• Debates and brainstorming sessions.
• Reflections on home visiting program.
• Web search information about current medical sociology and health-related information and trends in order to ignite students’ interest and awareness.
Assessment and Final Grade

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<thead>
<tr>
<th>Assessment</th>
<th>Activities</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class work (15%)</td>
<td>Different individual and group in-class activities.</td>
<td>15%</td>
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<tr>
<td>Reflective essays (10%)</td>
<td>Reflective essays about visiting program.</td>
<td>10%</td>
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<tr>
<td>Reading club (5%)</td>
<td>Design and discussion of a reading guide covering different topics of interest.</td>
<td>5%</td>
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<tr>
<td>Midterm exams (40%)</td>
<td>First midterm.</td>
<td>20%</td>
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<td>Second midterm.</td>
<td>20%</td>
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<tr>
<td>Final project (25%)</td>
<td>Oral and written presentation of a project about a social topic.</td>
<td>20% (written) 5% (oral presentation)</td>
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<td>Class participation (5%)</td>
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<td>5%</td>
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<td>TOTAL</td>
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<td>100%</td>
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Course Requirements
All coursework must be submitted to the instructor of record, unless the student has received other explicit, documented instructions to the contrary. It is your responsibility to make sure the instructor has received all your required work. Failure to do so may result in zero credit for lost assignments. Neither individual instructors nor the Resident Director have final authority to extend deadlines past the end of the semester, make special arrangements for students to submit late work, or otherwise modify CIEE or host institution academic policies.

Generic Skills:
- Ability to analyze and synthesize.
- Ability to learn.
- Teamwork.

Specific Skills:

Cognitive Skills:
1. To understand important concepts and perspectives related to the sociology of health and illness.
2. To understand the social conditions and agents which comprise the social structure of health and illness.
3. To understand the implications of living conditions on people’s health as another effect of inequality.
4. To understand the consequences of cultural diversity on people’s health and illness and on the health system as well.
5. To acknowledge the importance of family and informal support systems in the process of illness.
**Procedural Skills:**
1. To recognize the social problems affecting a community and how they reflect on individual and community health.
2. To evaluate the health/illness process as part of social science.
3. To apply an integrated social-biological approach to the doctor-patient relation.

**Attendance and Class Participation**
Attendance will be taken at every class and fieldtrip, and as per the universal rules of tardiness and absences at the Pontificia Universidad Católica Madre y Maestra, excess absences and/or tardiness are cause for failure. Attendance is mandatory for all fieldtrips, the same as for classes. Ten (10) minutes of tardiness equal one hour of absence—not one class, but one hour of class. The rule for allowed absences is the number of credits X 3 plus 1 (except for language classes, which allow students to miss no more than 10% of their classes). This means, since it is a 3-credit class, there is no penalty for absences—except that you will miss out on important material and participation in discussions/debates if you are absent—until or unless you reach a 10th hour of absence, at which point you fail the class, no matter what your grade average is at that point in time; the only legitimate excuse accepted is a doctor’s written testament that you were hospitalized at the time of an absence. Plagiarism is also cause for failure, no matter what your grade average is at the point in time when the plagiarism is discovered.

Note that if you are absent the day of a presentation quiz, or the due date of a report, final essay, mid-term exam, or final exam, you will receive an F on said presentation, report, essay, or exam. Any late papers or reports will be marked down 5% after the first day and 1% every day afterwards. No coursework or final papers will be accepted after the last day of class.
Weekly Schedule

Unit I. Introduction to the fundamentals of social health, public health, and primary health care.
• Social Sciences and Health Sciences Integration.
• Introduction to the historical evolution of social health in the Caribbean, the Dominican Republic, and Haiti.
• Scope and functions of the sociology of health.
• Practical application of the sociology of health.

Unit II. Social structure of health and illness.
• Health and illness.
• Human development and health.
• Natural history of a disease.
• Cause and effect: Control and responsibility.
• Models of illness and health care.

Unit III. Health Care Systems: global and local perspectives.
• Health care systems in developed countries.
• Health care systems in the Caribbean.
• The Dominican health care system.

Unit IV. Social health determinants and their impact on social inequalities
• Social Determinants of Health (SDH): classification and impact on individual and community health.
• Social inequalities in the health system: concepts and fundamentals.
• Epidemiology studies and historical reports.
• The 2008 WHO’s SDH Commission report.
• SDH intervention strategies.

Unit V: Cultural impact of Dominican men and women.
• Behavior, personality, and socialization.
• Influence of culture on people’s behavior toward illness.
• Social work: Motivation, interests, and strategies.
• Traditional and alternative medicine.
• Folk medicine.

Unit VI: Social gradient of health.
• Social stratification systems.
• Social stratification theories.
• Contemporary social stratification: class, status, and power.
• Social mobility and health.

Unit VII: Life styles and health habits
• Modifiable and non-modifiable risk factors.
• Social-cultural dimensions of health-related practices.
• Healthy life styles.
• Life styles and new diseases.
• Healthy environments.
Unit VIII: Illness Behavior
• Self-treatment and self-management.
• The patient’s role.
• Doctor-patient relation.
• Support groups.
Readings