CIEE Global Institute Buenos Aires, Argentina

Course name: Pre-Professional Health Care
Course number: PUBH 3003 APHU
Programs offering course: Community Public Health, Buenos Aires, Argentina
Language of instruction: Spanish
U.S. Semester Credits: 4
Contact Hours: 60
Term: Summer 2019

Course Description
This course offers students a public health approach from a perspective of gender equity and human rights that characterizes the debate and implementation of public policies in Argentina and the Southern Cone Region.
Throughout classes, visits, presentations and other activities, the Argentine Health System will be overlaid, to analyze its characteristics, organization, financing. Levels of attention with emphasis on primary care in terms of promotion and prevention. The health of women and men, indicators, differences and inequalities, Social Determinant of Health, and the perspective of critical epidemiology.

Learning Objectives
By the end of the course, students will be able to:
• Analyze various basic concepts of medical sociology and their expression in the individual, as well as health in human groups.
• Understand the main concepts related to the public policies and community and social health from a human right perspective.
• Identify the multidimensionality of health, illness and healthcare.
• Recognize the main characteristics of the Argentine health system. Similarities and differences with the American model. Relevant problems Prioritized policies and programs.
• Make use of different fundamentally theoretical tools to analyze health problems and to design of policies and practices generated by community participation toward the improve access and quality of care.

Course Prerequisites
No prerequisites are necessary for taking this course. However, a previous study on Community and Public Health, Healthcare Systems, Public Health Analysis or Community Health in Practice are recommended.

Methods of Instruction
Among other techniques, the methodology used throughout this course includes:
• Presentations with student-teacher dialogues.
• Presentations by students.
• Lecture with ppt presentations.
• Group discussions.
• Group dynamics workshops
• Online research/ forum participation on selected topics related to health to motivate students´ interest and make them aware of these topics.
• Data collection and analysis through to observation guidelines.
Evaluation and Final Grade

1. Reflection paper 1: Sanitary tour. 10%
2. Reflection paper 2: Fundación Eva Peron 10%
3. Midterm exam 15%
4. Group Observation Report 20%
5. Final project presentation 25%
6. Participation 20%

Course requirements

Reflection Paper I
Students will be required to write a short paper providing a critical analysis of the city tour related to the urban development and public health. It is required to present a general description with emphasis on selected topic. The paper should include data from documentaries proposed by instructors and mandatory readings. We also encourage to include a personal reflection. The paper should be typed double spaced 1000/1100 words. All papers must use APA style in citing sources.

Reflection Paper II
Students will be required to write a short essay describing the role of the Fundacion Eva Peron in the development of the Welfare state and the the public healthcare system. It is required to and include information provided during the guided visit as well as data from documentaries proposed by instructors and mandatory readings. We would also encourage including a personal reflection. The paper should be typed double spaced 1000/1100 words. All papers must use APA style in citing sources.

Midterm Exam
The midterm exam will be take-home. Student answer two integrative questions in essay form; the expected length of the exam is 1800/2000 words total. Students will be graded based on the quality of the analysis and the capacity to summarize the main conceptual frameworks of the bibliographic material. The essays should be in APA citation style.

Group Observation Report
Students will present in groups description of their observation during the visit to a health clinic including a critical analysis of the services offered by the facility, provider’s discourses, physical space and a brief characterization of the population served.

Final project presentation
A final project presentation on one of the topics selected by students from the contents cover by the class and base on students personal interest. The essay should include description of selected theme or problem related to the experience at the local site, theoretical framework and data analysis. The essay should propose at least one possible intervention to improve outcomes of problem selected.

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.

**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 as a result 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.

**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**

1.1 **Introduction to Public Health**

Instructors and students will be presented; the course will be introduced and expectations will be discussed. Students will be invited reflect and write about their previous information about the healthcare system in Argentina. They also will be invited to share their first impressions living in an Argentinean domestic unit (“family”). Different perspectives, scope and functions as well as national policies and programs will be presented.
1.2. Approach to a model of Public Health within the framework of social justice and human rights


1.3. Health Care Systems.
Health Care system models: global and local perspectives. The case of Argentina: Historical development and current health system organization. Students will review the different sanitary perspectives, milestones in public health in Argentina: Creation of the national health ministry and the role of peronismo in the conformation of the national health system.


Material for class:
Felipe Pigna: La Evolución de la Salud Pública en Argentina https://www.youtube.com/watch?v=vSZPUR2qqNs

1.4 Co-curricular: Tour sanitario: Urban development and public health.
The tour around the city highlights the principal milestones in the development of the health care system and the shaping of the public spaces.

Materials for class:
Ramon Carrillo. Médico del pueblo y fundador de la salud pública (3 episodios) https://www.youtube.com/watch?v=PxB7W5vIGAQ

Week 2

2.1. Argentina: Healthcare System and health indicators

Material for class:
DUE REFLEXION PAPER 1.

2.2. Social determinants of Health and human rights

Reading:
http://www.scielo.org.co/pdf/rfnsp/v31s1/v31s1a02.pdf

Material for class:
Consenso de montevideo sobre población y desarrollo.
El consenso de Montevideo y su implementación en América Latina
https://www.youtube.com/watch?v=4wb1_n-l_pk

2.3. Women’s health.
Women’s health in the public agenda. Policies and programs addressing women’s needs. Maternal and perinatal health.

Guess Speaker: Karina Felitti, Phd. will examines discourses and debates about natural and medicalize birth in Argentina, analyzing resistance and support in the local medical field along with the role played by women. The class will explore how demands for respected pregnancy and childbirth fit in with policies on sexuality and reproduction and with the current feminist movement.

Reading:
http://www.redalyc.org/html/3861/386138058007/

2.4. Co-curricular activity women and health. Guided visit to Eva Peron Foundation. In the site visit, students will learn about the Foundation created by Eva Peron and the importance it had in the development of social policies and health promotion. The actions carried out by the foundation constitutes an antecedent of the model of social determinants of health since it promoted the creation of more than a thousand primary schools, workshops, hospital complexes, the first school of infirmary, houses for the elderly, houses for single mothers and for young people who came from all the Argentine territory to the capital to continue their studies. The foundation also developed programs especially aimed at children, girls and adolescents to improve health through the promotion of sports and community participation.

Material for class:
Red de seguridad social y salud: Escuela de enfermeras. Instituto Nacional de Investigaciones Históricas Eva Perón
http://www.evitaiperon.org/health_eva_peron-es.htm
Fundacion Eva peron. Television Publica
https://www.youtube.com/watch?v=4wsWdeXKgww
2.5. Epidemiology and Public Health
Epidemiology, theories and objects. Dominant and alternative theories: epidemiology of risk, sociocultural, critical. Person, place and time or subject, territory and history. Epidemiology of health services: relational approach.

Reading:

Week 3
3.1. Epidemiologic research. Tools and measures.
Measurement, variable and scales: nominal, ordinal, and numerical. Proportion, Rates and Reasons. Measures of morbidity, incidence and prevalence. Mortality measurements. Sources of information available in Argentina: DEIS, INDEC, surveys, services. In this class students will learn to build mortality and other indicators and to analyze socio economic indicators. Workshop: Student will analyse the construction of mortality indicators and socioeconomic indicators.

Reading:

DUE REFLECTION PAPER II
3.2. Social health and community participation.
Instructor will present the basis for community participation as a key factor in the wider context of the importance of social determinants of health and health as a human right.

Reading:

Materials for class:
“Barrio Toba” (Santa Fé). Experiencias de participación comunitaria en salud. Secretaria de gobierno de salud.
Durante 2009, el Ministerio de Salud de la Nación, a través del Programa Remediar + Redes, y en el marco del “Plan Nacional para la prevención del Dengue y la Fiebre Amarilla”, lanzó la Tercera Convocatoria para la presentación de Proyectos Locales Participativos (PLP). La temática fue la prevención del Dengue. Se propuso a los equipos de salud y sus comunidades que presentaran proyectos a nivel local para hacer frente a esta problemática.
https://www.youtube.com/watch?v=nZIlhdb2cpE

Mapear la salud: una propuesta de comunicación participativa y educación sanitaria. MSAL y OPS

3.3. Social health, community participation and empowerment
Instructors will present the experience of Mama Cultiva, a community organization of families caring for their children and friends.  
Guess Speaker: Valeria Salech, Founder and Director of Mama Cultiva.

Material for class:

https://www.youtube.com/watch?v=K_uSRryQt0M&feature=youtu.be

The story of Valeria Salech, president of Mama Cultiva. Cannabis for medicinal use and the fight for the application of the law approved on March 29 of this year. The experience with his son Emiliano from the use of cannabis oil in his therapy. http://fmlatribu.com/tag/mama-cultiva/

3.4. Designs and approaches in epidemiological research
Introduction to epidemiological designs and studies of social inequalities in health. Differences, strengths and limitations of quantitative and qualitative approaches

3.5. Developing a guideline to evaluate quality of care.
In this workshop student will be able to develop an observation guidelines to relevant key information at the site visit to a health care center.

Reading:

DUE MIDTERM EXAM

Week 4.

4.1. Co-curricular Site visit to a general hospital.
The purpose of this site visit is to understand the complexity of the the 3rd level of care. Articulation between high complexity services and the local community. The visit includes a review of the historical and social context of the area of influence and chronic poverty.

Material for the class:
Institucional Hospital Nacional Prof. Alejandro Posadas 2015
https://www.youtube.com/watch?v=9xG5Cydx_qts

Official WebSite Hospital Nacional Prof. Alejandro Posadas.
http://www.hospitalposadas.gov.ar/

4.2. Group presentation.
Students will present in groups description of their observation during the visit to a health clinic including a critical analysis of the services offered by the facility, provider’s discourses, physical space and a brief characterization of the population served

4.3 Health Care Delivery Models I.

Reading:

Material for Class:
Derechos Sexuales y Reproductivos: Decisiones, Derechos y Deseos. https://www.youtube.com/watch?v=ZUhVgzMU6Bo&t=63s

4.4 Health Care Delivery Models.
Throughout games and exercises students will reflect about the importance of health promotion and community participation.

4.5 Co-curricular activity Site Visit at Hospital Borda.
Students will learn how mental health and addiction programs are implemented at the local level.

Unit 5 to 7: Field work- Students will be split in 3 different groups

Week 8
5.1 Conceptual integration class

5.2 Co-curricular activity Site Visit to a Primary Care facility.
In this activity students will learn about the territorial implementation of the public health system of the City of Buenos Aires and. Primary health care and universal access. Health promotion and prevention. They will also analyze the relationship of the first level of attention with the community.

Material for class:
La atención de la salud. http://www.salud.gob.ar/dels/entradas/la-atencion-de-la-salud

DUE FINAL PROJECT PRESENTATION

5.3 Group presentations of final report on field work.

Course Readings
The CIEE Community Health Booklet done specially by the instructors will be provided to students. This includes a selection of the following bibliography and reference material.

Reference Material
- Cepis/PAHO, Health promotion, found at: http://www.cepis.opsoms.org/bvsdeps/fulltext/conf1.pdf, último acceso 15 de Marzo 2010
- Faur E. “Gender Equality as it fits into the Development Objectives of the Millennium”.
- Hiebra M, Melamed, Irene, Guides to Supervising Health in Adolescents, SAP 2002.
- NIRENBERG, OLGA, Adolescent Participation in Social Projects, Paidós 2006
- Paulo Marchiori Buss, An introduction to the concept of health promotion, in Health Promotion, Concepts, Reflections, and Tendancies, Dina Czeresnia, Carlos Machado de Freitas, editorial lugar, Bs. As. 2006
- Recent History: http://www.elhistoriador.com.ar/ ISSN 1851-5843, released by the Argentine Center for Scientific and Technological Information (CAICYT), of CONICET.
- The Renewal of APS in the Americas, position paper by the Pan American Health Organization / World Health Organization (PAHO/WHO), Washington, DC, 2007