



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.



- site visits

Assessment 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 Fundación 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. Te 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.



Reading: Eduardo Menendez. (1999) Salud Pública, sector estatal o, ideología de lo posible. En Reflexiones Iniciales. Salud Colectiva. <http://www.saludcolectiva-unr.com.ar/docs/SC-004.pdf>

1.2. Approach to a model of Public Health within the framework of social justice and human rights

Reflect on the concept of health and disease from a biological and cultural perspective. The relationship between public health and social justice. Concepts of equality and equity.

Reading: Castillo. Et Al.(2017). El acceso a la salud como derecho humano en políticas internacionales: reflexiones críticas y desafíos contemporáneos
<https://doi.org/10.1590/1413-81232017227.04472017>

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.

Reading: Cendali, F. 2015. Historia de la salud pública y la construcción de la identidad en Argentina. Revista del Departamento de Ciencias Sociales, Vol.2 Nro. 5: 75-89
<http://www.redsocialesunlu.net/wp-content/uploads/2015/10/RSOC011-04-Historia-de-la-salud-p%C3%BAblica-CENDALI.pdf>

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=PxB7W5vjGAQ>

Week 2

2.1. Argentina: Healthcare System and health indicators

Characterization of the National health system. Three sub-sectors, 5 geographic and socioeconomic sanitary regions, levels of complexity and fragmentation of a Primary care attention model. Networks of care. A strategy for integrated health care. Basic indicators: birth and mortality. Maternal and infant mortality. Teen pregnancy. Man and woman: main causes of mortality and morbidity Students will analyze data to identify differences and inequalities between gender and other social determinants of health.

Material for class:

Indicadores Básicos. Argentina, 2017
<http://www.deis.msal.gov.ar/wp-content/uploads/2018/04/IndicadoresBasicos2017.pdf>

DUE REFLEXION PAPER 1.

2.2. Social determinants of Health and human rights

Health as human right. Social Determinants of health. Case study: Social movements and sexual and reproductive rights. National and Regional Policies and reproductive health.

Reading:

Jaime Breilh. La determinación social de la salud como herramienta de transformación hacia una nueva salud pública (salud colectiva). Rev. Fac. Nac. Salud Pública 2013; 31(supl 1): S13-S27.

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

Material for class:

Consenso de Montevideo sobre población y desarrollo.

<https://crpd.cepal.org/3/es/documentos/consenso-montevideo-poblacion-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.

Guest 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:

Felitti Karina. Parirás sin dolor: poder médico, género y política en las nuevas formas de atención del parto en la Argentina (1960-1980). História, Ciências, Saúde – Manguinhos, Rio de Janeiro, v.18, supl.1, dez. 2011,p.113-129

<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.evita-peron.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:

Urquía M. Riesgo. En: Teorías dominantes y alternativas en epidemiología. Buenos Aires: Ediciones de la UNLa; 2006. p. 107-123.

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:

Almeida Filho, N; Rouquayrol, MZ. Indicadores epidemiológicos. En: Introducción a la Epidemiología. Buenos Aires: Lugar editorial; 2008. p. 151-19.1

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:

Entrevista a Jaime Breilh. Trab. Educ. Saúde, Rio de Janeiro, v. 13 n. 2, p. 533-540, maio/ago. 2015

http://www.scielo.br/pdf/tes/v13n2/es_1981-7746-tes-13-02-0533.pdf

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=nZlIhdb2cpE>

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

http://iris.paho.org/xmlui/bitstream/handle/123456789/34350/9789507101304_spa.pdf?sequence=1&isAllowed=y

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.

Guest Speaker: Valeria Salech, Founder and Director of Mama Cultiva.

Material for class:

Marihuana Medicinal. National Geographic. Explorer Investigation.

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

Reading: De Souza Minayo, MC. Capítulo 1: Introducción a la metodología de la investigación Social. En: El desafío del conocimiento. Investigación cualitativa en salud. Buenos Aires: Editorial Lugar; 2004. p.17-76.

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:

Almeida Filho, N; Rouquayrol, MZ. Diseños de investigaciones en epidemiología. En: Introducción a la Epidemiología. Buenos Aires: Lugar editorial; 2008. p. 195-228.

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=9xG5Cyd_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.



PART 1 Health Care Delivery Models. Definitions and scopes. Health promotion and human rights perspectiva. Case study. The National Sexual health and responsible parenting Program: a strategy to promote health through empowerment and autonomy.

Reading:

Políticas de salud sexual y reproductiva. Avances y Desafíos. NPS yPR, Balance 2003-2011.

http://www.unfpa.org.ar/sitio/images/stories/pdf/2015-06_original-balances-syr.pdf

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

- Alma Ata Declaration, World Health Organization, 1978 Resolution CD44, 2003
- Amalia Pérez Orozco: Documento de trabajo 2: Cadenas Globales de Cuidado. INSTRAW, Santo Domingo 2007.
- Basic Health Indicator Booklet, Ministry of Health, Republic of Argentina, Office of the President and OPS-2009. The State of Health in the Americas. Basic Indicators 2009. PAHO 2009.
- Bronfman M, Langer A, Trostle J. (2003) From health research to policy: The tough translation. México: Editorial El Manual Moderno.
- CARDARELLI, Graciela y ROSENFELD, Mónica, (2.002) Associated management: A realist utopia. Mayo, 2002 - <http://www.aaps.org.ar/investit.html>.
- CASADO, M ., New Dimensions to Bioethics for the 21st Century: Toward a Flexible Conception of Bioethics, Supplementary material for the Masters in Bioethics y Law, www.bioeticayderecho.ub.es
- Castro R, Bronfman M. (1999) “Unresolved issues with the integration of qualitative and quantitative methods for social research in health”, en Bronfman M, Castro R. (coords) Salud, cambio social y política. Perspectivas desde América Latina. México: Edamex. Pa’gs 49-64.
- Castro R. (1996) “In search of meaning: assumptions, limits and attainable goals of qualitative analysis”, in Szasz I, Lerner S. Understanding Subjectivity. Qualitative research in reproductive health and sexuality. México: El Colegio de México. pp. 57-85.
- Cepis/PAHO, Health promotion, found at: <http://www.cepis.opsoms.org/bvsdeps/fulltext/conf1.pdf>, último acceso 15 de Marzo 2010
- Conde F, Pérez Andrés C. Qualitative research in public health. Rev Esp Salud pública 1995; 69: 145-149.
- Contributions to create a joint program for the United Nations System in Argentina. United Nations, Augusto, 2005.
- Eduardo Menendez, “The Hegemonic Medical Model: Moving Toward a Foundational Theory of the Self-Help Model in Health”, Arxiu De Etnografia de Catalunya, Nro. 3, 1984. Found at: <http://antropologia.urv.es/AEC/PDF/N3/articles/modelo.pdf>
- Faur E. “Gender Equality as it fits into the Development Objectives of the Millennium”.
- FLACSO/CREDPRO/UNICEF, “Representing the Rights of Children in Pediatrics”, module 3, in Derechos de la Niñez en los servicios de salud, Bs. As. 2009.
- Health for Immigrants by Alejandra Waingandt. Published in Artemisa the 6 of November, 2009. <http://www.artemisanoticias.com.ar/site/notas.asp?id=22&idnota=6543>
- Hiebra M, Melamed, Irene, Guides to Supervising Health in Adolescents, SAP 2002.
- Juan G. Gandolfo, “The Challenges Facing Public Health”, en boletín Escuela de salud pública de la Universidad Católica de Chile, 1994. Found at: http://escuela.med.puc.cl/paginas/publicaciones/boletin/html/Salud_Publica/1_1.html
- Luna Florencia , “Bioethics and the Criticism of the ‘status quo’”. Bioethics and Law Journal for the Masters in Bioethics and Law, Number 10, April 2007 www.bioeticayderecho.ub.es & http://www.ub.es/fildt/revista/pdf/RByD10_ArtLuna.pdf
- Maddaleno M y Breinbauer C, Jóvenes, opciones y cambio, Elementos para la toma de decisiones 2006 . <http://www.paho.org/Spanish/dd/pub/jovenes-lu.pdf>
- Marcela Cerrutti: “Health Problems, Services and Preventative Measures for Argentina’s Immigrant Population. In Elizabeth Jelin (Ed.) Salud y Migración Regional. Ciudadanía, discriminación y comunicación intercultural. IDES, 2006 pp.
- Medical Ethics and Bioethics. Conceptual Aspects, Maglio, F, Rev Argent Cardiol 2001; 69:444-447

- Mercer R, Szulik D, Ramírez M.C y Molina, H. "Identity Rights. A Conceptual Approximation to Gender and its Early Development in Infants". Chilean Pediatric Journal, Volume 69, No. 1, November 2008, pp. 37- 45
- National Health Statistics Program, Ministry of Health, <http://www.msal.gov.ar/hm/site/estadisticas.asp>
- National Statistics and Census Institute, (INDEC, www.indec.gov.ar).
- NIRENBERG, OLGA, Adolescent Participation in Social Projects, Paidós 2006
- Oszlak, Oscar, "The Making of the Argentine State." Chapter 1 – Conceptual and Historical Guidelines. pp. 13-35. EB Editorial del Belgrano. Buenos Aires, 1982.
- PAHO/WHO, Ottawa for Health Promotion, 1986 found at: <http://www.iuhpeconference.org/archive/IUHPE2007/sp/conference/ottawa-charter.htm>
- 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
- Portal Encuentro. Multimedia contents. The making of a nation. Video clips, scripts and documents from the series. A combination of materials to gain understanding of Argentina's contemporary history. The desert conquest. The conservative republic. The agro-export model. Immigration to Argentina. Origins of the labor movement.
- Puyol González, A., "Ethics, Rights, and the Health Care Rationale", Doxa, Nº 22, 1999, in Curso Problemas Particulares de la Bioética, FLACSO Virtual 2009, Directora Florencia Luna, Found at: <http://www.cervantesvirtual.com/servlet/SirveObras/12826207572393734198846/index.htm>
- Recent History: <http://www.elhistoriador.com.ar/> ISSN 1851-5843, released by the Argentine Center for Scientific and Technological Information (CAICYT), of CONICET.
- Ruben Arias, "Notions on Public Health", Facultad Nacional de Salud pública Universidad de Antioquia Colombia, Aprendizaje en entornos virtuales. Found at: <http://guajiros.udea.edu.co/fnsp/cvsp/La%20nacion%20de%20salud%20publica.pdf>
- Tajer D. "Injured Hearts". Buenos Aires: Paidos, 2008.
- The Renewal of APS in the Americas, position paper by the Pan American Health Organization / World Health Organization (PAHO/WHO), Washington, DC, 2007
- The Second Labor Movement. The 30s. 1945. The Cordobazo. Culture and Society in the 60s. The dictatorship: economy and oppression <http://www.encuentro.gov.ar/Content.aspx?Id=531>
- United Nations, "International Convention on the Rights of the Child", 1989: http://www.unhcr.ch/spanish/html/menu3/b/k2crc_sp.htm
- World Health Organization, "El derecho a la salud", August 2007: <http://www.who.int/mediacentre/factsheets/fs323/es/index.html>
- World Health Organization: "International Migration, Health, and Human Rights". Geneva, 2003.