Course title: Community Health Practicum
Course code: PUBH 3004 APHU
Programs offering course: Summer Community Public Health
Language of instruction: Spanish
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Summer 2020

Course Description

An integrated and multidisciplinary focus will be applied to various categories and concepts within the social and medical sciences facilitating students the observance of the primary care level of the public health system of Argentina. Students will cover measurements of the health status within the population and will incorporate a broader population within their solutions to health problems, among other issues in the sector participate in range of activities in the field of community health.

Learning Objectives

By completing this course, students will:

- Evaluate various models of primary care and health promotion associated with socio-economic indicators
- Analyze different intervention strategies and apply health diagnostic tools in a local community setting
- Assess the current status of the priority health programs in a local context
- Develop an action plan according to community-based health priorities
- Implement a project designed to improve the health conditions of families and communities.
- Apply different health education techniques during the implementation of the project.
- Use adequate educational techniques for promoting health.

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

The course is centered in out of class activities for observance and data analysis. Students will participate in several activities planning and organizing under the supervision of different health professional to observe and analyze how the health system works into variety of social and health settings. Attendance of these activities is mandatory and will require the active participation of students in the observance and practices presented by the site facilitator. Students will work in "shadow" of actual practitioners in rural areas, communal centers or health service institutions according to the facilities given in each site. An active participation in Canvas and online forums will be required so that all sites are sharing learning and information.

Assessment and Final Grade

1. Reflective Analysis 20%
2. Blog 15%
3. Final Project 20%
4. Oral Presentation 25%
5. Participation 20%
TOTAL 100%

Course Requirements

Reflective Analysis
Students will be required to write a short essay providing a critical analysis of site visit. It is required to present main description of the organization, principal actors, services provided, population served. Students are encouraged to include a personal reflection. The paper should be typed, double-spaced 1000/1100 words. All papers must use APA style in citing sources.

Blog

The blog is a virtual place for exchange and collective reflection. Each student must complete 5 entries responding to the instructions proposed by the teaching team.

Final Project

The final project will deal with the topic selected by each student and should reflect the understanding of the main concepts studied throughout the course. The work should present the selected topic using the lectures and discussions in class as a theoretical framework apply to the experience of field work. They must cite at least two additional sources to the mandatory bibliography. They can use videos, news, journalistic or scientific articles. The expected extension will be approximately 2500 to 3000 words.

Oral Presentation

Each student will present final projects using the methodology that he/she considers most relevant (video, ppt, etc). Each presentation should last no more than 10 min and should reflect in the overall experience and content seen during the course. Specific outlines and an evaluation rubric will be presented to all students.

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

Regular class attendance is required throughout the program, and all 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, 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 any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. 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.

Absences for classes will lead to the following penalties:

N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will
be included in the final syllabus provided to students on site.

**Weekly Schedule**

**Week 1**

**Class: 1.1 Local Context & Health Problems**

Introduction to the program. Presentation of the Site context and health care settings.

Reading:

*National Health Statistics Program, Ministry of Health,*


**Class: 1.2**

Prevalent problems and local social determinants of health

Reading:


**Week 2**

**Class: 2.1 Local Context & Health Promotion Activities**

Tour around the assigned community. Identification of Health care institutions, community organizations, other actors.

**Class: 2.2**

Evaluation of Primary Health Care services and health promotion programs.

Reading:

*PAHO/WHO, Ottawa for Health Promotion*

*Paulo Marchiori Buss, An introduction to the concept of health promotion, in Health Promotion, Concepts, Reflections, and Tendencies, Dina Czeresnia, Carlos Machado de Freitas, editorial lugar, Bs. As. 2006*

**Week 3**

**Class: 3.1 Social Determinants in Health Practices**

Analysis of three levels of care in the private and public health system.

Reading:

*The Renewal of APS in the Americas, position paper by the Pan American Health Organization / World Health Organization (PAHO/WHO), Washington, DC, 2007*

**Class: 3.2**

Referral and back referral system and networks. Community health and levels of care.

Reading:


**Class: 3.3**

Implementation of health promotion activities as established in the Program.
**Week 4**

**Class: 4.1** Primary Care in a Local Context

Access to services and quality of care

Reading:


**Class: 4.2**

Vulnerability and access to the health system.

Reading:


**Class: 4.3**

Social determinants and local health practices.

Reading:

Franco y Merhy. *Analytical maps: a look upon the organization and its processes of work.* Salud Colectiva, Bs. As. 5(2) 181-194. Mayo/Agosto 2009

**Week 5**

**Class: 5.1** Sexual & Reproductive Health Services

Mental health and health related problems

Reading:


**Class: 5.2**

Sexual and reproductive health services and programs.

Reading:


*The Montevideo Consensus: Key consideration for advocacy.* United States: IPAS.2015

**Class: 5.3**

Implementation of health promotion activities as established in the Program.

**Week 6**

**Class: 6.1** Review of the Experience & Final Project Proposal

Individual evaluation of the fieldwork experience.

**Class: 6.2**

Completion of final work, including essay group presentation.
Week 7
Class: 7.1  Final Paper Submission

Submit final written report.

Week 8
Class: 8.1  Presentations

Individual and Oral presentations.

Course Materials
Readings

The course material is specific to the themes and activities proposed on each branch. Reference material will be provided by the fieldwork supervisor. Resources from the Internet, such as articles from Argentine and Latin American newspapers, relevant sites, videos, etc. will also be provided by the instructor.

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


