



## CIEE Buenos Aires, Argentina

Course title:	Community Health Practicum
Course code:	PUBH 3004 APHU
Programs offering course:	Buenos Aires CPH Summer
Language of instruction:	Spanish
U.S. semester credits:	3
Contact hours:	45
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:

- Identify strengths and weaknesses of the health system in each local setting related to global topics.
- Analyze the relationship between socio-economic context and the problems surrounding the health of the local population.
- Recognize the various models of primary care and health promotion associated with the health issues that is dealt with in each context
- Analyze different intervention strategies from primary care and health promotion in the community.
- Be able to apply health diagnostic tools
- Highlight the impact of the social determinants of health in to the local settings.
- Integrate the conceptual and theoretical concept to the ground activities at each branch.



### 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 unexcused absences will result in a lower participation grade for any affected CIEE course. 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.

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,  
<http://www.msal.gov.ar/htm/site/estadisticas.asp>

National Statistics and Census Institute (INDEC, [www.indec.gov.ar](http://www.indec.gov.ar) ).

Class .  
1.2

Prevalent problems and local social determinants of health

Reading:

Indicadores Basicos, 2019 Deis. Msal.

<http://www.deis.msal.gov.ar/wp-content/uploads/2019/02/Indicadores-Basicos-20>

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:

Sorroche C, Zerbo C, Lustgarten M, Santin M, Ormezano A, Rieder Bazan B, y col. Estrategia integral de asistencia en red para pacientes menores de seis años con infecciones respiratorias agudas bajas. Rev Argent Salud Pública. 2019;10(39):35-37

### 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:

Yamila Comes et. Al. The concept of accessibility: a relational perspective between health services and population. Anuario de Investigaciones, volume xiv, Año . UBA, Secretaría de Investigaciones. 2006

Mario Rovere. Calidad centrada en el ciudadano. Ponencia del 80 Congreso de la Salud del Municipio. Rosario. 1998.

Class 4.2 .

Vulnerability and access to the health system.

Reading:

Florencia Luna: Vulnerabilidad: la metáfora de las capas. Jurisprudencia Argentina, IV, fascículo No 1, 2008, pp.: 60-67.

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:

Malena Lenta, Lenta. Discursos sobre la infancia y procesos de subjetivación Niños, niñas y adolescentes en situación de calle. Eudeba, 2016

Class 5.2 .

Sexual and reproductive health services and programs.



Reading:

Eclac. United Nation. Montevideo Consensus on Population and Development. Montevideo: ECLAC/United Nations. 2013.

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

- 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](http://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](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.bioeticayderecho.ub.es) & [http://www.ub.es/fildt/revista/pdf/RByD10\\_ArtLuna.pdf](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/htm/site/estadisticas.asp>
- National Statistics and Census Institute, (INDEC, [www.indec.gov.ar](http://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, N° 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](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.