



HEALTH CARE IN LATIN AMERICA

COURSE DESCRIPTION

This course is intended to create a unique interdisciplinary professional experience for students interested in Latin American and Caribbean health issues. Within the field of public and private health, its particular focus is on public health assessment strategies.

Through this course, students will be exposed to current challenges facing Latin America and the Caribbean to reach an understanding of the way global public health issues unfold in the region. The course will provide students with concepts and updated material that will prepare them to look into issues related to people, places, and politics to assess the delivery and quality of health care in Latin America.

Students prepare for each class by first reading and reviewing the assigned chapters from the text. The instructor will highlight and discuss in class major concepts of each week's material. Classes involve formal and interactive sections where students will work independently or in groups to develop investigative, writing, and presentation skills, as well as participate in open class discussions. Visits to healthcare facilities that will complement the course and provide a realistic view of the material seen in class.

COURSE PREREQUISITES

This course has no prerequisites.

METHODOLOGY

- Readings provided digitally (Google Drive).
- Analytical Sessions– Students will work in small groups to understand health care issues in Latin America.
- Tests and essay: Students will have an opportunity to demonstrate what they have learned via one essay and two tests.
- E-mail: Instructor will make use of email to complement reading material; students will have to check their email accounts often, as we will be tracking current health care issues of any week this way.
- Latin American Analysis Paper: Students will work on a final project that analyzes and makes recommendations on a current health issue in Latin America.

EVALUATION

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| Midterm exam | 20% |
| Paper | 40% |
| Final exam | 20% |
| Class participation/attendance | 20% |

Average minimum amount of out-of-class or independent learning expected per week: **8 hours**



COURSE CONTENTS

| Week/Session | Topic(s) | Assignment(s)Due |
|--------------|---|---|
| 1 | Universal issues of Latin America and Costa Rica | Universal Health coverage. The Lancet (1) Also refer to Human Develop. Report 2013 (9) |
| | Universal health and social security concepts | Human-rights-based approaches to health in LA. The Lancet (2) |
| 2 | The institutional framework of health in Costa Rica | Universal Coverage in a middle income country, Costa Rica. WHO (3) |
| | Health: A constitutional right (Universality vs. Selectivity) | Health protection as a citizen's right. The Lancet (4) Universal Healthcare on the rise in Latin. Worldbank org. |
| 3 | Primary and secondary health care in CR | Universal Coverage in a middle income country, Costa Rica. WHO (3) |
| | Tertiary health care in Costa Rica Survey design (Group work) | Universal Coverage in a middle income country, Costa Rica. WHO (3) |
| 4 | Private health care in Costa Rica | Financing health vol 1. Harvard Education (6) only read Chapter 8 |
| | Hospital visit Round table discussion of field trip (survey results) | No special reading required. |
| 5 | Medical Tourism/Global Medicine | No special reading required. Invited speaker. |
| | Community participation | Community participation. WHO (7) only read Chapter 2 and Chapter 4 |
| 6 | Video: SICKO by Michael Moore Student Essay Assignments due Friday | No special reading required. |
| | The political symbolism of health in LA | Learning from Foreign Models in Latin American Policy Reform, Kurt Weyland |
| 7 | Midterm | No special reading required. |
| | An analysis of health care reform in Mexico, Brazil, and Chile | Learning from Foreign Models in Latin American Policy Reform, Kurt Weyland |
| 8 | The state of pensions in Latin America | Reassembling Social Security, Carmelo Mesa-Lago PART II |
| | A Comparative analysis of health care reform in Latin America | Reassembling Social Security, Carmelo Mesa-Lago PART III |



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| 9 | Sustainable Development Goals(Agenda 20-30, UN) | Part I. Student presentation |
| | Sustainable Development Goals (Agenda 20-30, UN) | Part II. Student presentation |
| 10 | Towards a Better Social Security in the Future | Reassembling Social Security Carmelo Mesa-Lago PART IV |
| | FINAL EXAM | |

BIBLIOGRAPHY

- Universal health coverage: not why, what, or when—but how?
October 16, 2014 [http://dx.doi.org/10.1016/S0140-6736\(14\)61742-6](http://dx.doi.org/10.1016/S0140-6736(14)61742-6)
- Human-rights-based approaches to health in Latin America
October 16, 2014 [http://dx.doi.org/10.1016/S0140-6736\(14\)61280-0](http://dx.doi.org/10.1016/S0140-6736(14)61280-0)
- Universal Coverage in a Middle Income Country: Costa Rica
María del Rocío Sáenz, Juan Luis Bermúdez Mónica Acosta
World Health Report (2010) Background Paper, 11
- Health protection as a citizen's right
October 16, 2014 [http://dx.doi.org/10.1016/S0140-6736\(14\)61771-2](http://dx.doi.org/10.1016/S0140-6736(14)61771-2)
- Universal Healthcare on the rise in LatinAmerica
<http://www.bancomundial.org/es/news/feature/2013/02/14/universal-healthcare-latin-america>
- Financing Health in Latin America
Harvard Global Equity Initiative, Harvard University Press, 2012
- Community participation in local health and sustainable development
European Sustainable Development and Health Series 2002
- Gender and CommunityParticipation in Latin America andthe Caribbean
Vanderbilt University, 2012
- Human DevelopmentReport 2013
United NationsDevelopmentProgram
- Panorama Demográfico Costa Rica, INEC, 2013
- 2014 CountryWell-Being Rankings
Gallup Healthways Well-Being INDEX



ACADEMIC INTEGRITY CODE

Students in this course are expected to abide by common sense, normal regulations on Academic Integrity. Violations of the Academic Integrity policy include, but are not limited to plagiarism, fabrication, cheating, and academic misconduct, including dishonest acts such as tampering with grades or taking part in obtaining or distributing any part of an administered or non-administered test/assignment. The intent to violate this policy also represents a violation of this policy.

Possible Sanctions for Violating Academic Integrity Policy: If an act of academic dishonesty is determined to have occurred, one or more of the following sanctions will be imposed, depending on the severity of a first-time offense:

- Reduction of a course grade
- Obtention of an "F" grade for the assignment or exam
- Failure for the entire course
- Other action deemed appropriate by the faculty member
- Any of the above sanctions with the inability to withdraw.

The decision about the sanction to apply will be made jointly by the course's professor and ICDS' Academic Director, in consultation with home university on-site Director for the program, if applicable. The incident will be reported to the home university and may result in an official conduct record for the student(s).

Second Academic Violation: A second violation will result in suspension or expulsion from the program, in addition to any sanction issued from the list above.

Changes to Syllabus: The student acknowledges receipt of this syllabus and the information herein by continuing to attend this course. The Instructor reserves the right to make changes to this syllabus if circumstances warrant such change, with previous approval of ICDS' Academic Director. All major changes will be provided to the student in writing.

SAFETY AND SECURITY

In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at the ICDS Office during office hours, or go straight to your home as the predetermined rendezvous location and wait for ICDS' instructions.