



## HEALTH AND INTERNATIONAL COOPERATION

**Course:** Health and International Cooperation  
**Semester:** Winter Term  
**Meeting time:** Monday and Wednesday, 09 am-11 am.  
**Location:** Hospital Clínica Bíblica plus external field visits according to the schedule included in the course contents.

**Instructor** Olga Arguedas Arguedas, MD, PhD. Pediatric Immunologist  
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**Office hours:** By appointment (book an appointment by e-mail)

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### **COURSE DESCRIPTION** *(No prerequisites)*

This course focuses on the tradition of global collaboration in biomedicine and public health. Examples range from medical outposts in rural communities run by volunteers or missionaries to a wide variety of infectious disease programs, medical services programs, training services for local populations to programs run by international organizations, such as the World Health Organization (WHO) and the Pan American Health Organization (PAHO). This course will help students to understand the sets of factors that facilitate public health collaborations. Through the analysis of case studies, students will learn different ways of international collaboration in areas such as health promotion, preventive childhood healthcare, chronic disorders, natural disasters, biomedical research, and mental health, among others. The importance of communication skills and ethical principles in developing successful projects for international cooperation will also be addressed in the course.

### **LEARNING OBJECTIVES**

As a result of completing this course, students will be able to:

- Analyze the principles, instruments, and participants in diverse programs of international cooperation in public health.
- Identify different ways of international cooperation in public health.
- Describe aspects of the collaborating counterparts that could impact the outcome of international programs.
- Make a proposal for a project of international collaboration in health based on the experiences obtained in the course.



## COURSE CONTENTS

SESSION	TOPIC(S)
<b>Session 1</b>	Importance of international cooperation in health, well-being and development.
<b>Session 2</b>	Basic skills in communication. Simulation Workshop
<b>Session 3</b>	Guidelines for creating a project of international cooperation
<b>Session 4</b>	Health promotion: basic concepts and study cases
<b>Session 5</b>	Preventing common child injuries and illnesses
<b>Session 6</b>	Supporting medical attention of children with chronic disorders
<b>Session 7</b>	Helping teenagers around the world
<b>Session 8</b>	Field visit: House for children with chronic disorders, National Children's Hospital
<b>Session 9</b>	Midterm exam
<b>Session 10</b>	Bioethical aspects in medical research and international cooperation
<b>Session 11</b>	International cooperation in basic and clinical research
<b>Session 12</b>	Field visit: Clodomiro Picado Institute
<b>Session 13</b>	Models of cooperation in medical and surgical clinical attention
<b>Session 14</b>	Models of cooperation in mental health
<b>Session 15</b>	Models of cooperation in environmental health
<b>Session 16</b>	Basic principles and actions for helping in disaster situations.*



<b>Session 17</b>	Final exam
<b>Session 18</b>	Students' project presentation I
<b>Session 19</b>	Students' project presentation II
<b>Session 20</b>	Main conclusions, students' feedback.

## METHODOLOGY

This course combines interactive lectures, in class discussions and some field visits. The assignments are brief reports of the field visits and a hypothetical project of cooperation that should be presented orally and written in groups at the end of the course. The assigned readings will be provided electronically and additional readings will be recommended during the lectures. Some complementary material will also be recommended.

## EVALUATION

Attendance and participation	10%
Field trip reports (2)	20%
Midterm exam	20%
Project presentation (oral and written)	20%
Final exam	30%

## ASSIGNMENTS AND OTHER COURSE ASSESSMENTS

Assignment	Description	Total Points
Attendance and participation	On time attendance and participation in the lectures will be graded	0,5 points will be scored for the presence in each lecture or field visit (10 points)
Field trips reports	Two field visits will be carried out during the course, both related to contents of the course previously discussed in the classroom. In the following week after the visit a written report should be submitted to the instructor. The reports should be of a maximum of 3 pages and must include a brief introduction on the visited place(s), the relation with the course contents, and a brief SWAT analysis of the functioning of sites visited.	10 points maximum will be graded for each report, depending on the quality. (20 points)



Exams	There are two exams. Both of them should be done in class. The midterm (20%) will cover the main theoretical concepts discussed in sessions 1 to 7. The final exam will cover all sessions from 1 to 16 (30%).	The midterm will take place on Monday, <b>February 5</b> . The final will take place on Monday <b>March 4</b>
Project presentation	An hypothetical international project of cooperation should be presented orally and written according to previously provided guidelines. The project could be related to any of the fields of promotion, prevention, education, research, medical and psychiatric attention, disaster situations, or environmental health. This is going to be a team work in groups.	10 points will be given as maximum for the oral presentation and another 10 for the written proposal. (20 points)

**Average minimum amount of out-of-class or independent learning expected per week:** Around 12 hours

**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 a change, with previous approval of ICDS' Academic Director. All major changes will be provided to the student in writing.

**Special Needs**

In case of requiring additional time for taking exams, or if experiencing any circumstance during the course of the term that would interfere with the student's ability to complete his/her work or take a test, students should let the professor know ahead of time.

**BIBLIOGRAPHY**

[All cited materials are required to be read before each respective session.](#)

**Session 1 (International collaboration in Health):** Sridhar D. Seven challenges in international development assistance for health and ways forward. J Law Med Ethics 2010,38(3):459-69. doi: 10.1111/j.1748-720X.2010.00505.x.

**Session 2 (Basic communication skills):** Grover SM. Shaping effective communication skills and therapeutic relationships at work: the foundation of collaboration. AAOHN J 2005, 53(4):177-82.

**Session 3 (Guidelines for creating a project on international collaboration):** Guidelines for International Collaborative Research Developed by the International Research Committee, 2003. Downloaded from: <http://www.sigmanursing.org/docs/default-source/research->



documents/guidelines\_icr.pdf

**Session 4 (Collaboration in Health promotion and prevention):** Basic Concepts in Prevention and Health Promotion AFMC Primer on Population Health, 2018. Downloaded from:

<https://phprimer.afmc.ca/en/part-i/chapter-4>

Ottawa charter for health promotion, 1987, Downloaded from:

<https://www.who.int/publications/i/item/WH-1987>

**Session 5 (Preventing child injuries and illnesses).** Bright Futures FOURTH EDITION Guidelines for Health Supervision of Infants, Children, and Adolescents Editors Joseph F. Hagan, Jr, MD, FAAP Judith S. Shaw, Ed.D., MPH, RN, FAAP Paula M. Duncan, MD, FAAP Supported, IN PART, by US Department of Health and Human Services Health Resources and Services Administration Maternal and Child Health Bureau Published by American Academy of Pediatrics. Pages 1-31

**Session 6 ( Attention of children with chronic disorders):** Information leaflet supporting a child with chronic health needs. In <http://www.specialguardiansupport/org.uk>

Parents advice for children with chronic conditions. In [children.scolorado.org/conditions-and-advice/parenting-articles/child-with-chronic-illness](http://children.scolorado.org/conditions-and-advice/parenting-articles/child-with-chronic-illness)

**Session 7 (Helping teenagers):** Promoting adolescent well being. In:

<https://www.who.int/activities/promoting-adolescent-well-being>

Guiding principles for promoting adolescent care. In

<https://www.health.mo.gov/living/families/adolescenthealth/pdf/guiding-principles-for-promoting-adolescent-health.pdf>

Five essentials for healthy adolescents. In <https://youth.gov/youth-topics/TAG/about-TAG/five-essentials>

**Session 10 (Bioethics and medical research collaboration):** Bioethics and medical research. In

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3574464/>

**Session 11 (International collaboration in research):** Rørstad K, Aksnes DW, Piro FN

(2021). Generational differences in international research

collaboration: A bibliometric study of Norwegian University staff. PLoS ONE 16(11): e0260239.

<https://doi.org/10.1371/journal.pone.0260239>

**Session 13 (Cooperation in clinical attention):** Murala JSK, Karl TR, Pezzella AT. Pediatric Cardiac Surgery in Low-and Middle-Income Countries: Present Status and Need for a Paradigm Shift.

Downloaded from <https://www.frontiersin.org/articles/10.3389/fped.2019.00214/full>

**Session 14 (Cooperation in Mental Health)** van den Broek M, Gandhi Y, Sureshkumar DS, Prina M, Bhatia U, Patel V, et al. (2023) Interventions to increase help-seeking for mental health care in low-



and middle-income countries: A systematic review. PLOS Glob Public Health 3(9):e0002302.  
<https://doi.org/10.1371/journal.pgph.0002302>

**Session 15(Cooperation in environmental Health):** Bird EL, Ige JO, Pilkinton P, Pinto A, Petrofosky C, Burgess-Allen J. Built and natural environment planning principles for promoting health: An umbrella review. BMC Public Health 2018, 18: 930

Colao A, Muscorgiuri G, Piscitelli P. Environment and Health: Not only cancer. Int J Environ Res Public Health. 2016, 13: 724

**Session 16 (Helping in disaster situations).** S Laverick, S Kazmi, S Ahktar, J Raja, S Perera, A Bokhari, S Meraj, K Ayub, A da Silva, M Pye, M Anser, J Pye. Asian earthquake: report from the first volunteer British hospital team in Pakistan. Emerg Med J 2007;24:543–546. doi: 10.1136/emj.2006.037333

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## ACADEMIC INTEGRITY CODE

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.

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
- An “F” grade for the assignment or exam
- Failure for the entire course
- Other action(s) 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 violation:** A second violation will result in suspension or expulsion from the program, in addition to any sanction issued from the list above.

#### **SAFETY AND SECURITY**

In the case of an emergency, if 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.