

**CENTER FOR INTERNATIONAL PROGRAMS & SUSTAINABILITY STUDIES**

**Course Name: Costa Rican Health Care System and Tropical Medicine**

**Course Code: HIS-3293**

**Total contact hours: 60 hours**

**Prerequisite: must be a Health Sciences student**

**Description**

Costa Rica's healthcare system is unique due to the fact that it's socialized and has achieved excellent health indicators. The course focuses on the history and development of the public health care system within the context of the Costa Rican socio political and economic situation. It also gives a strong emphasis on how the system actually works and points out not only the strongholds of the systems, but also its weak points.

During this course we will discuss different tropical diseases, some very common for countries not developed, and strange for people from North America.

Students will learn about the prevention and transmission of relevant tropical diseases.

**Audience**

This course is structured for International Students attending the Study Abroad program at Universidad Veritas. However, courses are not exclusive to foreigners so a few native students could enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelors in Sustainability Management.

**Attendance**

Students are only allowed a total of 2 non consecutive (back to back) absences. The student will fail the course if he/she has more than two absences. Students will have a 0 on any assignment evaluated in class (presentations, evaluations, field trips, etc.) if he/she is absent unless the student presents an official document no later than one week after the absence. If the student presents an authoritative report to excuse the absence, he/she must submit the missed assignment on that same day. An unjustified absence to a field trip will immediately mean losing all of the points assigned to the field trip. If an official document is presented for the field trip absence students will have to present a research assignment to obtain 50% of the points. The only exception to this rule is when two-course field sessions collide in programming. Students can then opt for doing a research assignment not to lose any points.

Three late arrivals to class (15 minutes later) are treated as one absence. If you tend to be late for class, you will lose 25% of your total grade.

**Code of conduct**

Professors have the right to expel a student from the classroom should he / she:

- 1) Be disruptive in the classroom.
- 2) Behave in a disrespectful way.
- 3) Be under the influence of alcohol or even smell like alcohol.
- 4) Be under the influence of any illegal drug.

5) Hygiene problems that may disturb other students.

### **Electronic devices**

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. **Please turn all devices OFF and put them away when class begins.** Devices may be used ONLY when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period.

This is an elective theoretical course of the CIPSS and seeks to clarify the following questions:

What are the components that make CR Healthcare System a special mode?  
What are etiology, clinical signs, diagnosis and treatment of some important Tropical Diseases?

In order to answer this question, this course will study the following:

- generalities geographic, social and economic aspects
- brief history about the development of healthcare in CR
- structure of Costa Rican healthcare system
- public healthcare and private
- how is organized the healthcare system
- health aspects, important and basic knowledge
- presentation and discussion of different tropical diseases
- etiology, clinical signs, diagnosis and treatment of some important diseases

Along the course, the following skills will be fostered:

- ability to recognize particular characteristics of costa rican population
- ability to understand how the Healthcare system works
- ability to know the principles or bases of this system
- ability to understand basic concepts of anatomy and physiology of human being
- ability to identify the etiologic agents , pathophysiology, clinical signs and treatment
- ability to discuss about conditions who trigger different diseases

### **Values and attitudes**

- Teamwork and leadership
- Systemic thinking
- Logical and communicative intelligence
- Problem solving
- Learning how to learn

### **Competencies, criteria and evidence**

At Veritas University competencies are reflexive and integrated actions that respond to the professional profile and to context issues ideally and ethically through the integration of abilities, skills and knowledge. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course.

Competencies	Key competences	Evidence of learning
<b>Discipline</b> <b>Analyzes the importance of Health System of Costa Rica, to promote humanism in medical practice, considering the principles of equality, solidarity, universality and comprehensive care.</b>	Recognizes flaws and successes of the system, considering the principles of equality, solidarity, universality and comprehensive attention.	Discussion of the topics presented  Oral and written presentation of essays
	Recognizes the benefits of the health system according to its structure	Study of presented topics  Oral and written presentation of essays
	Applies the principles of the CR health system, in a specific context adapted from reality	Case studies Research report
<b>Discipline</b> <b>Analyses the characteristics of some Tropical Diseases (Tropical Medicine) to promote good preventive practices, according to international health policies.</b>	Evaluates tolerance to tropical diseases considering the clinical manifestations.	Locate the organs and tissues responsible for damage to the diseases discussed
	Explains the development of tropical diseases according to socio-economic factors	Discussion of the topics presented
	Identifies the adequate therapies for control and prevention, considering health policies.	Discussion of the topics presented
<b>Core/Generic</b>		
Integrates knowledge, skills and attitudes to learn continuously and through one's life pursuing an efficient development in the knowledge-based society.	Learning to learn	Research report
Builds the necessary knowledge, skills and attitudes to learn how to communicate orally and in written form in the different disciplines that make up the curriculum.	Communicate thoughts of the discipline orally, iconically, and in written form.	Thematic discussion
Integrates the necessary knowledge, skills, and attitudes to learn teamwork and leadership techniques.	Execute teamwork and leadership.	Collaborative work
Integrates the necessary knowledge, skills and attitudes	Relate well to others Manage and solve conflicts	Research presentation

to learn interpersonal communication techniques.	Negotiate reliably and empathetically Speak responsibly Listen attentively	
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## Contents

### Unit 1

- a. Course introduction
- b. Costa Rica Generalities
- c. some aspects geography, demography, anthropology
- d. economy

### Unit 2

- a. Costa Rica Health System History
- b. Public Health System
- c. Private Health System services
- d. Meaning of health indicators

### Unit 3

- a. Original inhabitants: history and nowadays conditions

### Unit 4

- a. Debate: CR and US health systems

### Unit 5

Parasites generalities

- b. ectoparasites and diseases
- c. protozoans and diseases
- d. Helminths and diseases
- e. Larva migrans

### Unit 6

Diseases transmitted by vectors

- a. Chagas Disease
- b. Malaria
- c. Leishmaniasis
- d. Dengue
- e. Chikungunya
- f. Filariasis

### Unit 7

- a. Bacterial disease Tuberculosis

### Unit 8

- a. Accidental: venomous snakes bites

## **Unit 9**

### **Field trips**

- a. Private Hospital
- b. Instituto Clodomiro Picado
- c. Dairy Farm

### **Methodology**

This is a theoretical course, where the student will analyze different aspects of health in a Latin American country, and analyze the structure of the health system in Costa Rica. Students will also recognize the main characteristics of some tropical pathologies, all this to develop an understanding of the binomial health and society in Latin American culture.

### **Learning strategies**

**The following learning strategies will be carried out:**

#### **1. Case studies:**

Comparison between health systems between CR and USA, and other latin american countries. It will allow to identify advantages and disadvantages between public health versus private health.

The knowledge of real situation will help to understand how the Healthcare system work.

The students will make groups and should develop an case according the theme assigned and prepare a written report and oral presentation.

#### **2. Debate / round table**

During class the students, guided by the professor, will get some basic information about different parasitic and viral diseases.

A round table dedicates to promote oral expression and exchange ideas according the themes discussed in class.

#### **3. Field trips**

During field trips the students will pay attention to the lectures offered, after that they will prepare a written report according to the analysis of the visit and express opinions interpreting different topics.

#### **4. Attendance and participation**

The attendance is mandatory, and the participation in an active way will promote the oral expression of the students and show different points of view about material discussed on class.

If the student loses a field trip this affects the final grade, it is necessary to present a justification. in case of missing two or more field visits you will lose the course

### **Educational resources**

In order to guarantee good development of the course, therefore to guarantee learning, the following resources are available: an updated bibliographic database, multimedia equipment that

students can use for their individual presentations; whiteboards and other school equipment for weekly sessions, and readings provided by the educator. All of these complement the suggested projects and provide the students with higher possibilities of knowledge ownership. Most of the lessons will take place in the classroom.

During independent work periods students will be able to attend the institution

A campus library, study rooms, and computer labs are available for the students' independent work time. Free Wi-Fi connection for students, educators, and staff is provided on campus, which gives students the possibility to work not only in the library or computer labs, but also around campus.

### Learning evaluation

In order to make the course or program better competencies based evaluation compiles and evaluates evidence by taking into account feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences.

RUBRICS	PERCENTAGE VALUE
<b>Case studies: (15% each)</b> <ul style="list-style-type: none"> <li>● <b>Comparison between health systems between CR and US</b></li> <li>● <b>Advantages and disadvantages between public health versus private health</b></li> <li>● <b>self assessment 5%</b></li> </ul>	<b>35%</b>
<b>Round table 4 (5% each)</b> <ul style="list-style-type: none"> <li>● <b>Parasitic diseases</b></li> <li>● <b>viral diseases</b></li> <li>● <b>co assessment 5%</b></li> </ul>	<b>25%</b>
<b>Field trips reports (2 reports 10% each)</b> <ul style="list-style-type: none"> <li>● <b>written report of the analysis of the visits</b></li> </ul>	<b>20%</b>
<b>Attendance and participation</b> <ul style="list-style-type: none"> <li>● <b>participation and discussion of different topics</b></li> </ul>	<b>20%</b>
<b>TOTAL</b>	<b>100%</b>

#### 1. Rubric to evaluate case studies resolution

The resolution of case studies educates students in three essential aspects: knowledge management, reflective practices, and the ability to adapt to change. Knowledge management seeks that the student acquires strategies and techniques that allow him/her to learn by him/herself; this implies the awareness of assimilation, reflection, and interiorization of knowledge so the student can finally value and deepen from a personal choice.

**This same rubric will be used for the self-assessment with a value of 5%**

QUALIFICATION MARK	DESCRIPCIÓN	Observations
<b>Excellent † (5)</b>	Address the problem by answering all questions in a deep and concise manner. Presents the solution to the problem by describing and identifying the problem data in an excellent way. Presents at least two strategies of solution to the problem as well as justification. These are broad and clear. The theoretical framework supports the alternatives of solutions to the case in an excellent way. The case report is presented with excellence in order and clarity. Presents at least 5 bibliographical sources in APA format. Excellent order and cleanliness. Excellent spelling and punctuation	
<b>Very good (4)</b>	Address the problem by answering all the questions in a very good way. It presents the solution to the problem very well, making a brief description and identifying the problem data. Clearly presents at least two strategies for solving the problem as well as justification. The theoretical framework supports the alternatives of solutions to the case in a very good way. The case report is presented very well in terms of order and clarity. Presents at least 4 bibliographic sources in APA format. Very good order, cleanliness, spelling and punctuation.	
<b>Meets expectations (3)</b>	Address the problem by answering most questions in a good way. Sufficiently presents the solution to the problem, making a description and identifying the problem data. It clearly presents at least one solution strategy to the problem as well as the justification. The theoretical framework supports the alternatives of solutions to the case in a good way. The case report is presented good and sufficient in terms of order and clarity. Presents at least 3 bibliographic sources in APA format. Meets the minimum order, cleanliness, spelling and punctuation.	
<b>Needs improvement (2)</b>	Address the problem and answer the questions incorrectly. The solution to the problem is insufficient, the description and identification of the problem data are incorrect. The strategy presented does not justify the solution to the problem. The theoretical framework does NOT correctly support the alternatives of solutions to the case. The case report is presented insufficient in terms of order and clarity. Presents at least 1 bibliographic source in APA format. Does not meet the minimum order, cleanliness, spelling and punctuation.	
<b>insufficient (1)</b>		

<b>observations</b>		
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## Self assessment rubric 5% and 15 % Professor

### Rubric to evaluate round tables

A round table dedicates to promote oral expression and investigation about different themes. The idea is that a group of students prepares the topic "Perspectivas regionales del mundo globalizado" to produce ideas y points of view that either agree or disagree in order to generate new learning. Groups can be formed by 4 to 6 people who will investigate as much information as possible about the assigned topic. Then, they will sit in front of the rest of the class in forming a round table panel. The members of the group must choose a moderator. The moderator begins the round table discussion, informs the class about the topic, introduces the members of the round table group to the class, indicates when each member of the round table will intervene; asks previously planned questions, and takes notes that might work as conclusions. The moderator must be emotionally strong, must be unbiased, and must keep the group united. The moderator usually sits in the middle of the group to keep members focused and keep watch of how people work their goals. Ideally, a round table should last no longer than 60 minutes – 45 minutes to discuss the topics and 15 minutes to draw conclusions. To run a round table each group must be assigned a topic. The group will investigate on the topic and will choose a moderator. They should also prepare some written information and short lectures through which they will make sure the topic and subtopics are clear for the audience. The group will also generate conclusions and a closure to the discussion. The students must provide evidence of their research through the composition of a written document that contains at least 3 dependable and reliable references. The document should also include the questions used to generate discussions that will be used in the round table. The students must also provide their classmates with a handout that briefly explains the topic and subtopics of the round table.

**This same rubric will be used for the co-assessment with a value of 5%**

<b>Criteria</b>	<b>Excellent (5)</b>	<b>very good (4)</b>	<b>Meet expectations (3)</b>	<b>Needs improvement (2)</b>	<b>insuffie nt (1)</b>	<b>observati ons</b>
1. Preparation of the assigned topic with at least 3 reliable and respectable sources of information in the medium (scientific journals, prestigious institutions, others)						
2. Depth and novelty of the contents in the round table						
3. Preparation of generating questions for the discussion during the round table: generate wealth in the discussion.						

4. The moderator as the representative of the group generates the relevant summaries / conclusions						
<b>Total</b>						

### 3. Rubric to evaluate field trip reports

The field visits aim to show the student aspects of reality on topics related to the course, offer tools that allow a better vision of specific situations in them, experience a different and direct experience with very specific situations.

During the field trips the student will analyse the information offered and prepared a short report, highlighting the relevant aspects according to the exposed topic.

Criteria	Excellent (5)	Very good (4)	Meet expectations (3)	Needs improvement (2)	insufficient (1)	observations
Commitment. The student attended the appointment on time. Respect for and interest in the opinions of colleagues and their caregivers						
Clarity in the objectives of the visit and the elements to observe						
The observation is detailed and written in a way that helps to expand what is seen in classes						
Presentation of the visit report: Describes the observed procedures, and analyzes and discusses them.						
<b>Total</b>						

### 4. Rubric to evaluate Attendance and participation

The attendance and participation will allow to evaluate the discipline and interest in the course, the participation with comments during the lessons, which favors the interaction with the other classmates

Criteria	Excellent (5)	very good (4)	Meets expectations (3)	Needs improvement (2)	insufficient (1)	observations
Commitment. They attended all the lessons in a timely manner. Respect and interest in the opinions of classmates and the teacher						
Active and effective participation in discussion of topics						
Respect for the use of phones and tablets only in required cases						
compliance with assigned tasks in time and content						
<b>Total</b>						

## Bibliography:

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## Chronogram

Week	Key competence	Content	Teaching strategies
1-2	Recognizes flaws and successes of the system, considering the principles of equality, solidarity, universality and comprehensive attention.	<ul style="list-style-type: none"> <li>a. Course introduction</li> <li>b. Costa Rica Generalities</li> <li>c. some aspects geography, demography, anthropology</li> <li>d. economy</li> <li>e. field trip Private Hospital</li> </ul>	<p>Discussion of the topics presented</p> <p>Written presentation of field trip report</p>
3-4	Recognizes the benefits of the health system according to its structure	<ul style="list-style-type: none"> <li>a. Costa Rica Health System History</li> <li>b. Public Health System</li> <li>c. Private Health System services</li> <li>d. Meaning of health indicators</li> </ul>	<p>Discussion of the topics presented</p> <p>Oral and written presentation of essays</p>
5-6	Applies the principles of the CR health system, in a specific context adapted from reality	<ul style="list-style-type: none"> <li>a.Original inhabitants: history and nowadays conditions</li> <li>a.Debate: CR and US health systems</li> </ul>	<p>Discussion of the topics presented</p> <p>Oral and written presentation of essays</p>
7-8	Evaluates tolerance to tropical diseases considering the clinical manifestations.	<ul style="list-style-type: none"> <li>a. Parasites generalities</li> <li>b. ectoparasites and diseases</li> <li>c. protozoans and diseases</li> <li>d. Helminths and diseases</li> <li>e. Larva migrans</li> </ul> <p>Field trip Dairy farm</p>	<p>Discussion of the topics presented</p> <p>Written presentation of field trip report</p>
9-10	Explains the development of tropical diseases according to	<ul style="list-style-type: none"> <li>Diseases transmitted by vectors</li> <li>Chagas Disease</li> <li>Malaria</li> </ul>	<p>Discussion of the topics presented</p>

	socio-economic factors	Leishmaniasis Dengue Chicungunya Filariasis	
11-12	Identifies the adequate therapies for control and prevention, considering health policies	Bacterial disease: Tuberculosis Accidental: venomous snakes bites Field trip Instituto Clodomiro Picado	Discussion of the topics presented Written presentation of field trip report

### General observations

The student must conform to the provisions of the Veritas "Reglamento de Régimen Estudiantil". The rulebook is available for downloading at <http://autogestion.veritas.cr/>