

****For HDSLc distribution only****

**UNIVERSITY OF ARIZONA
MEL AND ENID ZUCKERMAN COLLEGE OF PUBLIC HEALTH**

CPH 000: Border Health Service Learning Institute

Summer Session II 2008: August 11 – 15, 2008

TIME: 8:00 am – 4:30 pm, with some evening sessions

LOCATION: Douglas, Arizona

INSTRUCTORS:

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OFFICE HOURS: Office hours are by appointment. Because of the on-site nature of this course, appointments should be arranged in person with the instructor.

COURSE CREDIT: 1 credit unit

COURSE DESCRIPTION: This course engages students in community-based collaboration at the U.S.–Mexico border. Students provide service to the host community while learning about factors influencing public health in a binational environment. Requires week-long stay on site. Room and travel provided.

COURSE PREREQUISITES: Graduate student in Public Health, Latin American Studies, Mexican American Studies, Anthropology & Sociology.

COURSE OBJECTIVES: Upon completion of the course students will be able to:

1. Describe demographic and economic trends of the U.S. - Mexico border region.
2. Compare major health outcome measures and epidemiological trends in the border region to state and country level data.
3. Assess the impact of immigration in border communities.
4. List, describe and compare community partners and health care organizations on both sides of the border.
5. Collaborate with community partners to complete service projects addressing community needs.

Grievance Policy: http://grad.arizona.edu/Current_Students/Policies/Grievance_Policy.php

Students who are registered with the Disability Resource Center must submit appropriate documentation to the instructor if they are requesting reasonable accommodations:

<http://drc.arizona.edu/instructor/syllabus-statement.shtml>

The information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

TENTATIVE SCHEDULE

SUMMER 2008 SCHEDULE

Time	Monday (8/11)	Tuesday (8/12)	Wednesday (8/13)	Thursday (8/14)	Friday (8/15)
8-10AM	Introductions, Course logistics	Touch base / preparation Service rotation *	Touch base / preparation Service rotation *	Touch base / preparation Service rotation *	Self/Group reflection, Group presentations
10AM-12PM	Service rotation * (Sack lunch provided)				Debrief and plan
12-1PM		Lunch (on your own or with community partner)	Lunch	Lunch	Thank you lunch with community partners
1-2 PM		Self/Group reflection, Group presentations	Self/Group reflection, Group presentations	Self/Group reflection, Group presentations	
2-4PM	Self/Group reflection, Group presentations Border demographics/ economics	Border health Impact of immigration in border communities	Community partners in public health Cultivating collaborative relationships	Forum Preparation	Return to Tucson
4-6PM	Break	Break	Break	Break	
6-8PM	Free evening	Free trade skit	Dinner in Mexico	Community Forum	

Color coding:

Classroom Session	In the community	Reflection/Evaluation	Logistics
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READINGS

Required readings should be completed **in preparation for** daily classroom sessions. Recommended readings provide additional background information that will further enrich the student's community experience.

Day 1: August 11th

Required:

Homedes, N . Ugalde, A. Globalization and Health at the United States- Mexico Border. *American Journal of Public Health*, 93(12), 2016-2022.

Recommended:

Fair Trade Coffee. Retrieved September, 11th, 2007, from <http://www.globalexchange.org/campaigns/fairtrade/coffee/>

Day 2: August 12th

Required:

Binational Technical Team Working Group. *Douglas, Arizona Community Health Survey of 1998, Final Report*. Arizona Department of Health Services, Office of Prevention and Health Promotion, Diabetes Control Program. November 1999.

United States- Mexico Border Health Commission (2003). *Healthy Border 2010: An agenda for Improving Health on the US-Mexico Border*. El Paso, Texas, US-Mexico Border Health Commission.

Kullgren, J.(2003) Restrictions on Undocumented Immigrants' Access to Health Services: The Public Health Implications of Welfare Reform. *American Journal of Public Health*, 93(10)

Weigel MM, Armijos RX, Hall YP, Ramirez Y, Orozco R. (2007). The Household Food Insecurity and Health Outcomes of U.S.-Mexico Border Migrant and Seasonal Farmworkers. *Journal of Immigrant and Minority Health* 9, 157-169.

Recommended:

Rodríguez-Saldaña J. (2005) Challenges and opportunities in border health. *Preventing Chronic Disease*. 2(1), 1-4. Available from: URL: http://www.cdc.gov/pcd/issues/2005/jan/04_0099.htm .

Sodden, D. (2006).Chapter 9: Health and Health Care. *At the Cross Roads: US / Mexico Border Counties in Transition* (p. 9-1 – 9-23).

McGuire, S., Martin, K. (2007) Fractured migrant families: paradoxes of hope and devastation. *Family & Community Health. Immigrant/Migrant Health Issues*. 30(3),178-188.

Global Commission on International Migration. (2005). *Migration in an Interdependent World: new directions for action*. Switzerland. SRO-Kundig.

The Udall Center for Studies in Public Policy. *Immigration Policy Program*. Retrieved September, 11th, 2007, from <http://www.udallcenter.arizona.edu/programs/immigration/index.html>

Day 3: August 13thRequired:

Denman, C., de Zapien, J., Cornejo, E., Careaga, K., Dodendorf, D. (2004). Working beyond borders: a handbook for transborder projects in health. El Colegio de Sonora.

Provan, K., Nakama, L., Veazie, M., Teufel-Shone, N., Huddleston, C. (2003). Building community capacity around chronic disease services through a collaborative interorganizational network. *Health Education and Behavior*, 30(6), 646-662.

Recommended:

Cohen S., Ingram M. (2005) Border Health Strategic Initiative: overview and introduction to a community-based model for diabetes prevention and control. *Preventing Chronic Disease*. 2(1), 1-5. Available from: http://www.cdc.gov/pcd/issues/2005/jan/04_0081.htm.

Douglas Dispatch. Available from: <http://www.douglasdispatch.com/>

ASSIGNMENTS

Self reflection (20 minutes)

Please take 15 minutes to write a one-page reflection on today's community service experience.

You may use the following questions to guide your writing:

- (1) What happened? Describe your experience.
- (2) What would you change about this situation if you were in charge?
- (3) What have you learned about this agency, these people, or the community?
- (4) Was there a moment of failure, success, indecision, doubt, humor, frustration, happiness, sadness?
- (5) Do you feel your actions had any impact?
- (6) What more needs to be done?
- (7) Does this experience compliment or contrast with what you're learning in class? How?
- (8) Has learning through experience taught you more, less, or the same as the class? In what ways?
- (9) From your service experience, are you able to identify any underlying or overarching issues which influence the problem?
- (10) How does this activity tie into border health?

Self reflection grading rubric:

5 – Reflection includes thoughtful insights with respect to daily activities and addresses one or more of the above questions. Reflection relates to one or more course objectives.

3 – Same as 5, but fails to relate daily activity to one or more course objectives.

1 – Reflection is extremely short (less than 1/4 page) or does not address any of the above questions.

Group reflection and presentation (45 minutes)

Preparation (20 minutes)

Please take 10 minutes to share and discuss each individual's self-reflections within your service group. With the remaining 10 minutes, prepare a 5 minute presentation of your group's most relevant observations and experiences for the class. Problems cited, if any, should be accompanied by a solution or plan for seeking a solution.

Presentations (6 minute limit including questions)

Group presentation grading rubric

5 – Presentation incorporates input from all team members' reflections. Relationship to one or more course objectives is clearly stated. Problems cited (if any) include a proposed solution or plan for seeking a solution.

3 – Same as 5, but fails to relate activity to one or more course objectives, or fails to provide a proposed solution or plan for seeking a solution to problems cited.

1 – Presentation is off-topic.