**Border Health Service Learning Summer Institute**

US. Mexico Border COE Consortium
*Building a Community Responsive Health Professions Work Force*
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College of Public Health
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**What is Service Learning?**

- A method of experiential education that allows for students to actively participate with communities in response to their identified needs and concerns
- Encourages civic responsibilities of students
- Enhances students’ knowledge of service provision
  - Specific learning objectives
  - Preparation
  - Structured reflection

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Objectives of Service Learning

- Strengthen partnerships between health profession schools and communities
- Instill an ethic of community service and social responsibility in health professions schools, students and facilities
- Equip health professionals with community-oriented competencies necessary to practice in a changing health care environment

Theoretical Underpinning of Service Learning: Experiential Learning Theory

(Kolb, 1984)
Purpose

- The College of Public Health in collaboration with Arizona Department of Health Services and Southeast Arizona Area Health Education Center is presently developing a Border Health Service Learning Institute.
- The Institute is part of the Health Disparities Service Learning Collaborative: an Initiative of Community-Campus Partnerships for Health Funded by the Learn and Service America Program of the Corporation for National and Community Service.
- Overall goal to engage public health students in a service learning experience that contributes to reducing the health disparities at the U.S.-Mexico Border and at the same time equip them with public health competencies.

The Stakeholders of Service Learning

- Academic Institutions
- Participating Students
- Faculty
- Community Organizations
- Community Members
What will it look like?

- Students receive one graduate education academic credit
- The Institute will include 45 hours of academic and service learning during the summer.
- Up to 20 MPH students will participate in the Institute.
- In 2008 it will be implemented in the Douglas/Agua Prieta area.
- In 2009 it will be implemented in the Ambos Nogales Area.

Course Faculty

- Cecilia Rosales
- Douglas Taren
- Lisa Staten
- Jill Guernsey de Zapien
- Robert Guerrero
- Janet Rothers
Course content, objectives, and readings:

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<tr>
<th>Thematic Content</th>
<th>Objective (Students will):</th>
<th>Readings</th>
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<td></td>
<td>- Compare major health outcomes in the border region to each side's respective state and country</td>
<td>- Douglas community health survey report. Douglas, Arizona—(1998)</td>
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<td>- View and discuss a timeline of events influencing economic and population trends over the last 30 years</td>
<td>- Challenges and Opportunities in Border Health (Rodriguez-Saldana, 2005)</td>
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<td>- Draw connections between current public health disparities and economic history.</td>
<td>- Globalization and health at the United States-Mexico border (Hernandez, Ugalde 2003)</td>
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<td>Community partners in public health</td>
<td>- List general health services and organizations available to a community.</td>
<td>- Border Health Strategic Initiative: Overview and Introduction to a Community-Based Model for Diabetes Prevention and Control (Cohen, Ingram, 2005)</td>
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<td>- List potential partner organizations for which health care is not the primary role.</td>
<td>- Building community capacity around chronic disease services through a collaborative interorganizational network (Provan et al, 2003) note: conducted in Douglas by UA School of Pub Adm and Policy</td>
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<td>- Describe processes for identifying and connecting with health service organizations, community leaders, and other potential partners.</td>
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<td>- Identify scenarios in which research work within a community falls short of collaboration</td>
<td>- Changing the face of diabetes: policy impacts made by a community coalition at the Arizona-Sonora border (2007)</td>
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<td>- List current collaborative efforts between Arizona and Sonora, and the partners therein.</td>
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<td>- Discuss and compare ideas for fostering motivation, trust and respect in binational work.</td>
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<td>Impact of immigration in border communities</td>
<td>- Describe role that immigration currently plays in border demographics and economics.</td>
<td>- Health policy in Mexico: with special reference to the U.S.-Mexico migrant population (Komiskie, Block, 1997)</td>
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<td>- Examine the impact of immigration on health care service providers at the border region.</td>
<td>- Restrictions on undocumented immigrants’ access to health services: the public health implications of welfare reform (Baldy, 2003)</td>
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<td>Migrant health</td>
<td>- Describe current U.S. and Arizona policy relating to the provision of health services for migrant workers in the U.S.</td>
<td>- Fractured migrant families: paradoxes of hope and devastation (McGartle, Martin, 2007)</td>
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<td>- Examine community attitudes toward migrant workers.</td>
<td>- The household food insecurity and health outcomes of U.S.-Mexico border migrant and seasonal farmworkers (Wieg et al., 2007)</td>
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<td>- List health concerns specific to migrant workers.</td>
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Course Daily Format

- Morning Dialogue on issue with faculty members
- Small teams of 4 visit different community sites:
- Actual Service activity during the visit
- Individual Reflection
- Team Reflection and Team Presentation
Entire Group Service Learning

- Assist the Border Health Office in organizing and implementing a Community Forum to discuss health priorities.
- Provide Invitations to Community Groups
- Provide on site support for Forum which will take place on the final day of the forum
- Conduct Individual and Class Reflection Document


Of all forms of inequality, injustice in health care is the most shocking and inhumane.

Rev. Martin Luther King, Jr.,
Second National Convention of the Medical Committee for Human Rights
Chicago, March 25, 1966

The Institute will provide a service learning opportunity in a border community for all College of Public Health students on MLK day
Recommendations to AMC Health Services Committee

- Binational support from this committee
- Participation in and support of the MLK activities associated with Border Health Service Learning Institute
- Support sustainability efforts

Thank you

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