

Border Health Service Learning Summer Institute

US. Mexico Border COE Consortium
"Building a Community Responsive Health Professions Work Force
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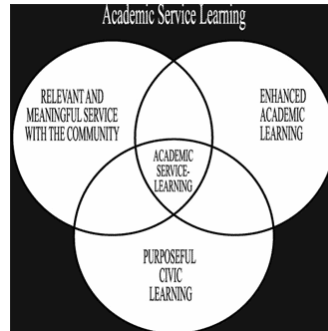
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What is Service Learning?

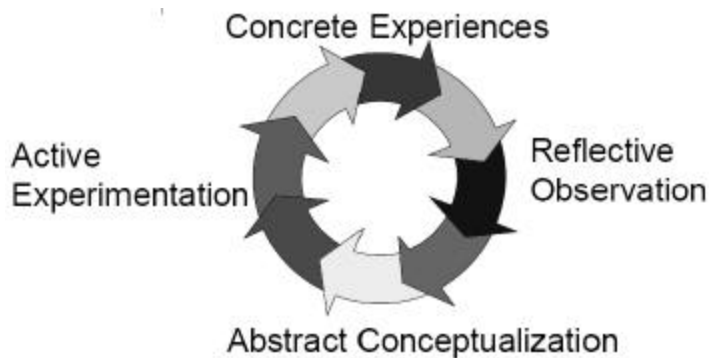
- A method of experiential education that allows for students to actively participate with communities in response to their identified needs and concerns
- Encourages civic responsibilities of students
- Enhances students' knowledge of service provision
 - Specific learning objectives
 - Preparation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

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

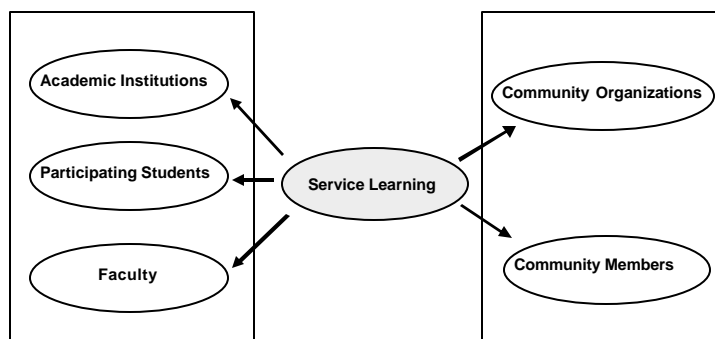


(Kolb, 1984)

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



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:

Thematic Content	Objectives (Students will:)	Readings
Border demographics, economics, and health	<ul style="list-style-type: none"> - Describe the population at the U.S. – Mexico border. - Compare major health outcomes in the border region to each side's respective state and country. - View and discuss a timeline of events influencing economic and population trends over the last 30 years. - Draw connections between current public health disparities and economic history. 	<ul style="list-style-type: none"> - <i>Healthy border 2010: an agenda for improving health on the U.S.- Mexico Border</i>(2003) - <i>Douglas community health survey report, Douglas, Arizona – (1998)</i> - <i>Challenges and Opportunities in Border Health (Rodríguez-Saldaña, 2005)</i> - <i>Globalization and health at the United StatesMexico border (Homedes, Ugalde 2003)</i>
Community partners in public health	<ul style="list-style-type: none"> - List general health services and organizations available to a community. - List potential partner organizations for which health care is not the primary role. - Describe processes for identifying and connecting with health service organizations, community leaders, and other potential partners. 	<ul style="list-style-type: none"> - <i>Border Health Strategic Initiative: Overview and Introduction to a Community-based Model for Diabetes Prevention and Control (Cohen, Ingram, 2005)</i> - <i>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 Admin and Policy)</i>
Cultivating collaborative relationships	<ul style="list-style-type: none"> - Define collaboration. - Identify scenarios in which research work within a community falls short of collaboration. - List current collaborative efforts between Arizona and Sonora, and the partners therein. - Discuss and compare ideas for fostering motivation, trust and respect in binational work. 	<ul style="list-style-type: none"> - <i>Working beyond borders: a handbook for transborder projects in health (2004)</i> - <i>Changing the face of diabetes: policy impacts made by a community coalition at the Arizona-Sonora border (2007)</i>
Impact of immigration in border communities	<ul style="list-style-type: none"> - Describe role that immigration currently plays in border demographics and economics. - Examine the impact of immigration on health care service providers in the border region. 	<ul style="list-style-type: none"> - <i>Health policy in Mexico: with special reference to the U.S.-Mexico migrant population (González, Block, 1997)</i> - <i>Restrictions on undocumented immigrants' access to health services: the public health implications of welfare reform Kullgren, 2003)</i>
Migrant health	<ul style="list-style-type: none"> - Describe current U.S. and Arizona policy relating to the provision of health services for migrant workers in the U.S. - Examine community attitudes toward migrant workers. - List health concerns specific to migrant workers. 	<ul style="list-style-type: none"> - <i>Fractured migrant families: paradoxes of hope and devastation (McGuire, Martin, 2007)</i> - <i>The household food insecurity and health outcomes of U.S.-Mexico border migrant and seasonal farmworkers (Weigel et. al., 2007)</i>

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

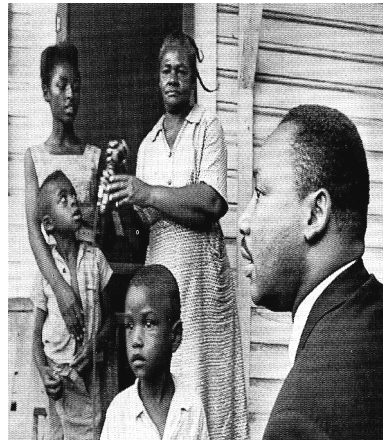
- Assist the Border Health Office in organizing and implementing a Community Forum to discuss health priorities.
- Provide Invitations to Community Groups
- Provide on site support for Forum which will take place on the final day of the forum
- Conduct Individual and Class Reflection Document

Racial/Ethnic Health Disparities: A Social Justice and Human Rights Issue

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

- Bilingual 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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