

**The University of Texas at Austin - School of Social Work**  
**CIESAS-Pacífico Sur**

**Oaxaca Global Health Study Abroad Program**  
**Oaxaca, Mexico, Summer 2016**

**Course number: SW: 395K, Undergraduate: SW360K**

**Semester: Summer study abroad, 2016 (6 week seminar offered 1st session, 5/30/16-7/7/16)**

**Credits: 3 (Note: Students will also receive 3 credits for Spanish language coursework)**

**Instructors\*:** **Melissa Smith, M.D., Senior Lecturer, School of Social Work, UT-Austin**  
**Paola M. Sesia, PhD in social (medical) anthropology and MPH, Senior Faculty at CIESAS, Oaxaca, Mexico.**

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\*Note: This course will be offered as a joint Social Work-LLILAS seminar, to be taught in collaboration with the Center for Research and Advanced Study of Social Anthropology, CIESAS-Pacífico Sur. The University of Texas at Austin has a MOU with CIESAS, which has been identified by the UT International Office as a strategic academic institutional partner.

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## **I. Standardized Course Description**

This course is designed as an elective for upper level undergraduates and graduate students who are interested in gaining knowledge and practical experience in community-based global health, in Oaxaca, Mexico. This will provide students with cultural and Spanish language competency skills useful to serving the needs of Spanish-speaking immigrant and migrant populations. Students will benefit from an understanding of complex issues related to health and migration across the Texas-Mexican border. The course will introduce students to scholarship on priority global health topics in relation to issues of health and human rights, migration, and global health equity. Theoretical perspectives on social inequalities in health will be explored, using a biopsychosocial lens. Students will learn about the concept of the social determinants of health, and how these impact the health of individuals and populations. Analysis of case studies will foster deeper understanding of the complex factors which contribute to poor health. Practical applications of these issues will be discussed by exploring health policy, ethical issues, and community and individual

health practices in resource-poor settings.

Opportunities for hands-on learning and cultural immersion will be provided through a variety of experiences. Students will receive Spanish language training for social work, medicine, nursing, and other health professions, and will engage in clinical and community social service rotations, and community service projects. Home stays with Oaxacan families and cultural activities and site visits to a broad range of local community organizations will further enrich student experiences and learning.

The city of Oaxaca is a culturally, socially and intellectually vibrant colonial city in Mexico, enriched by many indigenous cultures, traditions and history. Oaxaca is also a place of contrasts, including high rates of poverty, in which many people face complex health challenges common in the Global South. Because migration from Oaxaca to the United States has been significant, the region provides an excellent context in which to learn about the impact of migration on health.

The seminar provides an in-depth opportunity for students to learn about public health and social perspectives on health, illness and medicine, improve Spanish language skills, and experience diverse clinical and social service interactions, and public health interventions in another culture. Through observation of providers in clinical contexts and local social service organizations, students will gain a deeper understanding of the challenges of providing care in resource-poor settings. Weekly seminar discussions with faculty and guest speakers will help students integrate these community experiences with class readings and their own studies.

This course will be of interest to a broad range of students including graduate students and upper level undergraduates in social work, anthropology, medicine, nursing, public policy, sociology, law, public health as well as premedical and other allied health professionals. In the future, we hope to be able to include UT medical residents in medicine, family medicine, psychiatry, pediatrics and OB-GYN. We also hope to include several CIESAS graduate students in the future, as they are developing a masters program in medical anthropology, to begin in 2017.

## **II. Standardized Course Objectives**

Upon completion of this course, the student will acquire:

1. Knowledge of theories underlying social inequalities in health, and how the social determinants of health impact the wellbeing of individuals and populations;
2. Understanding of cultural, socioeconomic, political and educational factors that impact the health of Mexicans and Mexican im/migrants to the United States;
3. Spanish language competency, and an understanding of Mexican cultural and health beliefs and practices to better serve the needs of the im/migrant Latino community in the U.S, including skills needed in the practice of social work, medicine, and other allied health professions;

4. Familiarity with key concepts of cultural humility, cultural competency, and how cultural beliefs influence health behaviors and outcomes;
5. Skills to develop and implement service projects that respond to the needs of Mexicans and Mexican im/migrants to the United States and to resource-poor communities in general;
6. Appreciation of the importance of a multi-disciplinary team approach to understanding and addressing the health problems of individuals, patients and communities;
7. General knowledge of how the social determinants of health, migration, and the concept of global health equity relate to priority global health problems including: maternal and infant mortality and morbidity, HIV and TB, gender-based violence and undernutrition and obesity;
8. Understanding of ethical and human rights issues as they relate to global and national health policies and program services;
9. Understanding of the Mexican healthcare system, including governmental and nongovernmental programs and other community programs and resources focused on the medically underserved.

### **III. Prerequisites**

Spanish language proficiency to be determined in an interview with the course instructor.

### **IV. Teaching Methods**

This class will use a seminar format, including a variety of teaching/learning methodologies to achieve the course objectives. The activities include readings, class discussions, writings, lectures, guest speakers, community site visits and experiential learning, videos, in-class group activities and role plays, and student presentations.

### **V. Required Readings**

**Note: all readings will be provided on Canvas**

#### **Selected chapters from these books:**

Farmer, Paul, (2010) *Partner to the Poor: A Paul Farmer Reader*. Berkeley and Los Angeles, CA and London: University of California Press.

Guttman, M. (2007). *Fixing Men: Sex, Birth Control and AIDS in Mexico*. Berkeley and Los Angeles, CA: University of California Press.

Murray, A.F. (2008). *From Outrage to Courage: Women Taking Action for Health and Justice*. Monroe, ME: Common Courage Press.

Smallman, S. (2007). *The Aids Pandemic in Latin America*. Chapel Hill: NC: University of North Carolina Press.

Smith, M., Shannon, S., & Vickery, K. (2015). *Health Actions for Women: Practical Strategies to Mobilize for Change*. Hesperian Health Guides (Available on line for free download).

Warren, D.M, Brokensha, D., Dechering, W. & Slikkerveer, L.J., (1995). *The Cultural Dimension of Development: Indigenous Knowledge Systems*. Practical Action Publishing.

## **VI. Course Requirements**

**1. Self-reflection notes:** Each week students will be asked to write a 1-2 page reflection which synthesizes the previous week's readings and discussions, and their relation to the students' clinical and service learning experiences. Emphasis will be placed on critical engagement with the issues discussed, the principles of cultural humility and structural competency, as well as raising questions for further class discussion. These will be due Monday evenings.

**2. Team project:** Students will form teams and engage in service-learning projects, developed in collaboration with their clinical or community organization service learning sites. These might be presented as photo-voice projects, narrative reports, videos or other creative formats. Students have the option to develop proposals for future research projects or service activities. Final team projects will be shared in the last week of the seminar. Students will be asked to submit a 1-2 page outline of the proposed project at the end of the 2nd week of the seminar, a 4 page update or rough draft of the team project the by the end of the 4th week, and a final draft or final project on the last day of class.

**3. Graduate Student Research Paper:** Graduate students will be asked to choose a health issue related to this course, and to research how it relates to the social determinants of health, migration, and/or concepts of global health equity. This paper should relate to some aspect of the student's service-learning project. A well-written 12-15 page paper is due on the final day of the seminar. Further details on preparing the research paper will be discussed in the seminar and posted in Canvas. Students will be asked to submit an outline for the paper by the end of the 2nd week of the seminar, a first draft of the paper by the end of the 4th week, and a final draft the last day of class. Students will give an in-class presentation in the last week of the seminar about their research findings. Graduate students will occasionally be asked to read an additional article in some week's assigned readings, which will be noted with an asterisk (\*).

### **Course Grading Criteria:**

#### **Undergraduates:**

Oaxaca Global Health Syllabus, 5-24-16

- 30% Participation in all class meetings, language classes and group activities
- 35% Weekly reflection papers based on readings and class sessions
- 35% Team service-learning project

**Graduate Students:**

- 20% Participation in all class meetings, language classes and group activities
- 20% Weekly reflection papers based on readings and class sessions
- 25% Team-service projects
- 35% Research papers

**Grade Ranges Corresponding to Letter Grades:**

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

**VIII. Course Schedule (may vary some weeks)**

**WEEKLY SCHEDULE**

Monday	Tuesday	Wednesday	Thursday	Friday
Classroom Seminar (9am-12pm)	Clinic/Community service learning Rotations (8am-2pm)	Clinic/Community service learning Rotations (8am-2pm)	Classroom Seminar Guest speakers (9am-12pm)	Cultural activities and site visits Service Projects Faculty Office Hours: 4pm-6pm
Free and lunch (12pm – 4pm)			Free and lunch (12pm – 4pm)	

Spanish (4pm – 6:30pm)	Lunch (2pm – 4pm)	Lunch (2pm – 4pm)	Spanish (4pm – 6:30pm)	Free Afternoon
	Spanish (4pm – 6:30pm)	Free Afternoon		

Each week of the program will include the following:

- 6 hours of faculty-led classroom instruction and discussion about factors impacting community health in Oaxaca, including weekly guest speakers and dialogue session with class on Thursday mornings.
- 7.5 hours of Spanish language instruction, to include workshops with training for the practice of social work, medicine and other allied health professions. See schedule and content in Appendix C, Becari Language School.
- 10-12 hours of clinical and community service learning rotations through local community health centers, hospitals or social service agencies, including a community-responsive service project. Students will shadow clinicians and/or service providers in sites they select for their 6-week community-based experience. (See Appendix B for description of these rotation sites.)
- Cultural events and educational trips every Friday.
- Office hours Friday afternoons 4-6 in a downtown cafe.

**Weekly Class Content and Activities:**

Note: Some class content and activities will vary depending on guest speaker availability. The first week will include two three hour seminar discussions to provide context for the course. Students will be encouraged to read the first week's articles in advance.

**Week# 1: May 30th seminar:**

**Topics:**

The state of health in Mexico and Oaxaca: Overview of socioeconomic, demographic, and epidemiological conditions  
 Health and social services in Mexico and Oaxaca: Historical and current perspectives  
 Medical Pluralism

**Readings:**

UNICEF (2013). Los Derechos de la Infancia y la adolescencia en Oaxaca, 13-24.  
[http://www.unicef.org/mexico/spanish/SITAN2013\\_Oaxaca.pdf](http://www.unicef.org/mexico/spanish/SITAN2013_Oaxaca.pdf)

Gomez D.O. *et al.* (2011). Sistema de salud de Mexico. *Salud Publica de Mexico*. 53 (2), S220-S232. [http://bvs.insp.mx/rsp/articulos/articulo\\_e4.php?id=002625](http://bvs.insp.mx/rsp/articulos/articulo_e4.php?id=002625)

Whiteford, M. (1995). Como se Cura, Patterns of Medical Choice Among Working Class Families in the Cities of Oaxaca, Mexico in: Warren, D.M. *et al.* *The Cultural Dimension of Development: Indigenous Knowledge Systems*, 218-230.

**Supplementary readings:**

Moore, S. *et al.* (2007). Mapping the grassroots: NGO formalization in Oaxaca, Mexico. *Journal of International Development*, 19, 223-237.  
<http://onlinelibrary.wiley.com/doi/10.1002/jid.1329/pdf>

Rubel, A. J. (1999). Antropología de salud en Oaxaca in *Alteridades* 9(17), 85-94.  
<http://www.redalyc.org/pdf/747/74791709.pdf>

Welcome dinner at Zandunga, Monday, May 30th, 7pm.

**Week# 1: May 31st:**

Walking Tour of Historic Colonial Oaxaca and visit to all NGOs and clinical sites.

**Week# 1: June 1st seminar:**

**Topics:**

The social determinants of health and global health equity  
Structural competency and cultural humility  
Health and human rights

**Readings:**

WHO Committee on the Social Determinants of Health (CSDH) (2008). Closing the gap in a generation: health equity through action on the social determinants of health. *Final Report of the Commission on Social Determinants of Health*. Geneva, World Health Organization, 1-23.

Metzl, J.M. & Hansen, H. (2014). Structural Competency: Theorizing a new medical engagement with stigma and inequality. *Social Science & Medicine*, 103, 126-133.  
<http://www.sciencedirect.com/science/article/pii/S0277953613003778>

Tervalon, M. & Garcia, J. M. (1998). Cultural competence versus cultural humility: A critical distinction in defining physician training. *Journal of Health Care for the Poor and Underserved*, 9(2), 117-125.  
[http://wiki.acs.nmu.edu/hl367w11/images/d/d8/Cultural\\_Humility\\_Versus\\_Cultural\\_Compentence.pdf](http://wiki.acs.nmu.edu/hl367w11/images/d/d8/Cultural_Humility_Versus_Cultural_Compentence.pdf)

Yamin, A. (2000). Protecting and promoting the right to health in Latin America; selected experiences from the field. *Health and Human Rights*, 5(1), 117-133.

Braveman, P. & Gruskin, S. (2003). Defining Equity in Health. *Journal of Epidemiology and Community Health*, 57, 254-258.

Explore Structural Competency website: <http://structuralcompetency.org/>

**Supplementary readings:**

Braveman, P., Egerter, S. & Williams, D. R. (2011). The Social Determinants of Health: Coming of Age. *The Annual Review of Public Health*, 32, 381-98.

[http://scholar.harvard.edu/files/davidrwilliams/files/2011-the\\_social\\_determinants-williams.pdf](http://scholar.harvard.edu/files/davidrwilliams/files/2011-the_social_determinants-williams.pdf)

Marmot, M. (2006). Health in an Unequal World, *Harveian Oration*, 368, 2081-2094.

**Week# 1: June 2nd, Thursday morning invited speaker and class dialogue:**

**Topic:**

Sexual and Reproductive Health Rights

Mayra Morales

Maricela Zurita Cruz

Youth leaders from coalition promoting Sexual and Reproductive Health Rights.

**Friday Cultural Activity/Field-trip:**

Village of Santa Inez: Public health clinic run by public health RN

Walk through community and discussion of social determinants of health (1/2 hr drive)

**Week #2: June 6th**

**Due: Reading Reflection 1**

**Week# 2: June 8th seminar:**

Note: Class will be held Wednesday and Thursday this week, rotations Monday and Tuesday, and detailed clinical site visits to public teaching hospital and primary care clinic Friday.

**Topic:**



Maternal and neonatal health

**Readings:**

Lowenberg, S. (2010). The plight of Mexico's Indigenous women. *The Lancet*, 375, 1680-1682 <http://www.thelancet.com/pdfs/journals/lancet/PIIS0140673610607210.pdf>

Lascano, E. *et al.*, (2013). Cobertura de atención del parto en Mexico: Su interpretación en el contexto de la mortalidad materna. *Salud pública de México*, 55(2), 214-224.

Sesia, P. (in print). Maternal Death in Mexico. *Latin American History Research Encyclopedia*: Oxford University Press.

Sesia, P. Naming Framing and Shaming Through Obstetric Violence: An Initial Approach to the Judicialization of Maternal Health Rights Violations in Mexico. Manuscript, CIESAS-Pacífico Sur.

Yamin, A. (2013). From Ideal to Tools: Applying Human Rights to Maternal Health. *PLOS Medicine*, 10(11), 1-4. (for graduate students\*).

**Supplementary readings:**

Langer, A. & Jennifer Catino. (2006). "The health of women in Mexico-Opportunities and challenges" in *Changing Structure of Mexico: Political, social, and economic prospects*. Laura Randall, ed. Armonk, New York: M.E. Sharpe, 475-488.

Leite, P. *et al.* (2013). Health Outcomes of Mexican Immigrant Women in the United States. *Migration Information Source*:  
<http://www.migrationinformation.org/Feature/display.cfm?id=944>

Hernández-Tezoquipa, I., *et al.* (2005). Without money you're nothing: Poverty and health in Mexico from women's perspective. *Revista Latino-Am. Enfermagem*, 13(5), 626-633.  
<http://www.scielo.br/pdf/rlae/v13n5/v13n5a04.pdf>

**Week# 2: June 9th, Thursday morning invited speakers and class dialogue:**

**Topic:**

"Parto humanizado" (humane childbirth)

Araceli Gil, Midwife from Nueve Lunas program and Yolanda Bautista, traditional midwife

Case study and Root Causes Activity<sup>1</sup>

**Readings:**

Smith, M., et. al, (2015). *Health Actions for Women*. Chapter 2: Communities Organize for Women's Health, 17-40, and Chapter 8: Healthy Pregnancies and Safe Births, 211-246. [http://en.hesperian.org/hhg/Health\\_Actions\\_for\\_Women](http://en.hesperian.org/hhg/Health_Actions_for_Women)

**Friday Cultural Activity/Field-trip:**

**Due: Research Team Project Outline**

Visit to Oaxaca public teaching hospital: Hospital Dr. Aurelio Valdivieso, including OB ward; and to a nearby primary care public clinic.

**Week# 3: June 13th seminar:**

**Due: Reading Reflection 2**

**Topics:**

Migration and infectious diseases  
Migration, HIV and TB: Impact of migration and globalization

Invited speaker, Deliana Garcia  
Director of International Projects, Research, Development  
Migrant Clinicians Network, Austin, Texas

Group evaluation of seminar experience to date

**Readings:**

Farmer, P. (2006). *Partner to the Poor: A Paul Farmer Reader*, Chapter 24: Rich World Poor World: Medical Ethics and Global Inequality, 528-544.

Holmes, S. M. (2007). Oaxacans Like to Work Bent Over: A Naturalization of Social Suffering Among Berry Farm Workers. *International Migration*, 45(3), 39-68.

Dara, M. et al. (2012) Minimum package for cross-border TB control and care in the WHO European region: a Wolfheze consensus statement. *European Respiratory Journal*, 40(5), 1081-1089.

International Organization for Migration (2014). *Tuberculosis Prevention and Care for*

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<sup>1</sup> See Root Causes Tree and Analysis Grid, Appendix E

*Migrants*. Geneva, World Health Organization. 1-2

**Supplementary readings:**

Herce, M. & Chapman, J.A. (2009). A Role for Community Health Promoters in Tuberculosis Control in the State of Chiapas, Mexico. *Journal of Community Health*, 1-8  
doi\_10.1007/s10900-009-9206-0.

**June 13th: Monday evening welcome reception at CIESAS: 6 pm**

**Week# 3: June 16th, Thursday morning invited speakers and class dialogue:**

**Topics:**

HIV and TB in Oaxaca  
Chagas disease

Gabriela Velásquez Rosas, COESIDA (State TB/HIV program)  
Mirna Cruz Ramos, anthropologist, CIESAS

**Readings:**

Smallman, S. (2007). *The Aids Pandemic in Latin America*, Chapter 3: Mexico and Central America, 113-146.

Guttman, M. (2007). *Fixing Men: Sex, Birth Control and AIDS in Mexico*, Chapter 3: New Labyrinths of Solitude: Lonesome Men and AIDS, 47-70.

**Supplementary readings:**

Smith, M., et. al, (2015). *Health Actions for Women*. Chapter 5: Preventing Sexually Transmitted Infections (STIs), 106-139.  
[http://en.hesperian.org/hhg/Health\\_Actions\\_for\\_Women](http://en.hesperian.org/hhg/Health_Actions_for_Women)

**Friday Cultural Activity/Field-trip:**

Capulalpam de Mendez in the Sierra Juarez mountains: Community with traditional medicine clinic and ecotourism center. Presentation about traditional healing practices, dialogue with traditional healers, Temascal steam bath. (3 hour drive, overnight stay).

**Week # 4: June 20th seminar:**

**Due: Reading Reflection 3**

**Topics:**

Taking action for women's health and rights  
Gender, power and health: Case study and balance of burdens activity  
Intersectionality  
Popular education and community organizing  
Gender-based violence

**Readings:**

Firth Murray, A. (2008). *From Outrage to Courage, Women Taking Action for Health and Justice*. Chapter 6: Violence Against Women, Abuse or Terrorism? 111-133.

Yamin, A. (2009). Suffering and powerlessness: significance of promoting participation on rights based approaches to Health Author(s). *Health and Human Rights*, 11(1), 5-17.

Bowleg, L. (2012). The Problem With the Phrase Women and Minorities: Intersectionality an Important Theoretical Framework for Public Health. *Framing Health Matters*, 102(7), 1267- 1273.

Crenshaw, K. (1993). Mapping The Margins: Intersectionality, Identity Politics, and Violence Against Women of Color. *Stanford Law Review*, 43(124), 1241-1299 (for graduate students\*).

**Week #4: June 23<sup>rd</sup> , Thursday morning invited speakers and class dialogue:**

**Topic:**

Working with men to prevent gender-based violence

Ori Andrés Bensunsan Piedrasanta  
Diversidades y no Discriminación, Asociación Civil

**Readings:**

Smith, M. et al, (2105). *Health Actions for Women*. Chapter 3: Gender and Health, 40-57, and Chapter 6: Ending Gender-based Violence, 140-177.  
[http://en.hesperian.org/hhg/Health\\_Actions\\_for\\_Women](http://en.hesperian.org/hhg/Health_Actions_for_Women)

**Friday Cultural Activity/Field-trip:**

**Due: First draft of research project and 4 page update on team project**

CEJUM: Centro de Justicia para la Mujer  
Center with interdisciplinary program of support for women who have experienced gender-based violence.

**Week #5: June 27th seminar:**

**Due: Reading Reflection 4**

**Topics:**

Undernutrition, malnutrition and obesity

**Readings:**

Smith, L. & Hadad, L. (2015). Reducing Child Undernutrition: Past Drivers and Priorities for the Post-MDG Era. *World Development*, 68, 180-204.

Rothblum, E & Solovay, S. (2009). *The Fat Studies Reader*. New York: New York University, 113-119.

UNICEF (2013). Los Derechos de la Infancia y la adolescencia en Oaxaca, 35-38.  
[http://www.unicef.org/mexico/spanish/SITAN2013\\_Oaxaca.pdf](http://www.unicef.org/mexico/spanish/SITAN2013_Oaxaca.pdf)

See links to these videos:

1. Comercial- Mixe-  
<http://www.sinembargo.mx/03-12-2015/1569331>

2. Watch Ted Talk by Raj Patel  
<http://www.tedmed.com/talks/show?id=529961>

**Supplementary reading:**

González de Cossio, T. *et al.* (2008). Nutrición y pobreza: Política Pública Basada en Evidencia. *Banco Internacional de Reconstrucción y Fomento/ Banco Mundial*, I-XIX (Read: Executive summary).

Kimura, A.H. *et al.* (2014). Nutrition as a Project. *Gastronomica*, 14(3), 34-45.

**Reading before Friday visit to Si Kanda:**

Hernández, G.E. *et al.* *Solidaridad Internacional Kanda*. Oaxaca, Mexico, 5-54.

**Friday Cultural Activity/Field-trip:**

Si Kanda: huertas escolares. School based gardens and nutrition program.

**Week #6: July 4th, Monday morning invited speaker and class dialogue:**

**Due: Reading Reflection 5**

**Topics:**

Undernutrition, malnutrition and obesity, continued

Silvia Diez-Urdanivia CECIPROC/Instituto Nacional de Ciencias Médicas y Nutrición  
Salvador Zubirán (INCMNSZ), Mexico City.  
Case study and Root Causes Activity

**Week #6: July 7th seminar: Thursday final project presentations and class discussion:**

9am-2pm: Final team project/ research project presentations

Group evaluation of course experience

4pm-6:30pm: Final team project presentations with youth from Centro de Esperanza  
Infantil at the Centro de Esperanza Infantil

**Friday Cultural Activity/Field-trip:**

Monte Albán, UNESCO cultural heritage archeological site, (20 minute drive).  
Walk to nearby carving cooperative in Abasolo for lunch and discussion with local leaders

Final celebratory dinner at El Destilado, July 8th.

**IX. Appendices**

**A. Collaborating Entities**

UT School of Social Work  
LLILAS-Benson, Latin American Studies and Collections  
UT Study Abroad  
CIESAS, Centro de Investigaciones y Estudios Superiores en Antropología Social, Unidad  
Pacífico Sur  
Becari Spanish Language School, Oaxaca  
Child Family Health International, Oaxaca and San Francisco offices  
Hospital Civil Dr. Aurelio Valdivieso, Oaxaca  
Facultad de Medicina de la Universidad Autónoma "Benito Juárez" De Oaxaca  
Secretaría de Salud clinic in San Augustin Yatareni  
CEJUM, Centro de Justicia para la Mujer, Oaxaca  
Centro de Esperanza Infantil, Oaxaca  
Solidaridad Internacional Kanda, Si Kanda  
Canica.

**B. Clinical Rotation and Service Learning Agencies**

Students will elect to shadow social workers, clinicians, and other social service providers from among these setting below. Each student will participate in either varied clinical or one NGO social service site over the course of six weeks:

a. Hospital Civil Dr. Aurelio Valdivieso

Main public teaching hospital, affiliated with the Oaxacan medical school and residency programs. Hospital services include: emergency, outpatient services, internal medicine, trauma, pediatrics, OB-GYN, adult and pediatric oncology, palliative care, surgery, and psychiatry.

b. Secretaría de Salud clinic in San Augustin Yatareni

This clinic is the primary site for collaboration on a public health project in partnership with the local elementary school focused on the prevention of childhood obesity, as well as a maternal health community health outreach program. Students may also rotate in other public primary care clinics in several neighborhoods in Oaxaca city, including Las Lomas de San Jacinto and Xoxotenango.

c. CEJUM: Centro de Justicia para la Mujer

Center with interdisciplinary program of support for women who have experienced domestic violence, including legal, social work, psychology and medical services and access to other governmental financial and social services.

d. Centro de Esperanza Infantil

Multidisciplinary program for children of low-income families.

e. Canica

Multidisciplinary educational program and resource for street-children and their families

f. Si Kanda

Program works with garbage pickers on income-generation/environmental projects to produce compost, school-based gardens, and build houses and community libraries out of recycled waste.

**C. Becari Spanish Language School Intermediate Spanish Content, including Spanish for Social Workers and Health Professionals (see attached course description)**

Social work and medical Spanish language practicum workshops to be integrated in language training over 6 week course. Students will receive 3 credits for Spanish language coursework, and will elect one of these two optional tracks:

**Social Work training and role-play topics to include:**

- Psychosocial assessment
- Depression
- Socioeconomic needs assessment
- Crisis intervention
- Life cycle needs assessment and support (children, adult, elders)
- Gender-based violence
- Human rights and health-rights violations assessment
- Legal support
- Sustaining our work, and preventing burnout

**Medical Spanish training and role-play topics to include:**

- Anatomy, symptoms and illnesses
- Medical interview techniques
- General medical history, review of systems, clinical history
- Interview regarding cultural perspective: cultural beliefs, individual health practices, cultural sensitivity, role of curanderos and traditional medicine.
- Specialized medical histories: Sexually transmitted infections, family medicine, other specialized histories.
- Mental Health among Latinos; psychiatric interview
- Physical exam language: women's exam, neurologic exam, etc.
- Intercultural communication: cultural elements in medical practice, cultural differences, professional ethics.

**D. Becari Home Stay Program (see attached document)**

**E. Root Cause Tree and Root Cause Analysis Tool**

**F. University of Texas Policies:**

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial



issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at [512-471-3515](tel:512-471-3515) or online at [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of

failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals

outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call [512-232-5050](tel:512-232-5050) or visit <http://www.utexas.edu/safety/bcal>.

**EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.