

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

Oaxaca Global Health Study Abroad Program
Oaxaca, Mexico, Summer 2017

Course number: SW: 395K, Undergraduate: SW360K

Semester: Summer study abroad, 2017 (6 week seminar offered 1st session, 5/27/17-7/8/17)

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

Flags: Cultural Diversity in the United States & Global Cultures

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.

Emails: melissacsmith@utexas.edu
sesia@cieras.edu.mx

*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.

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, provided by Becari Language School, 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. Child Family Health International coordinates the clinical rotations.

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. We also hope to include several CIESAS graduate students in the future, who are participating in the CIESAS master's program in medical anthropology.

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. Participation: In pairs, students will be asked to select one topic from the syllabus on the first day of class and to bring 3 discussion questions on their chosen day. They will use these questions to start the discussion on the topic.

2. Self-reflection notes: Each week students will be asked to write a double-spaced 1-2 page reflection which synthesizes and refers to 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 Sunday nights by 11:59 pm, and should be uploaded to Canvas.

3. 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. Along with the final draft, students must submit one page with a few sentences written by each member describing their contribution to the service project. Please upload assignments to Canvas. When feasible, students should plan to work on service learning projects at their sites on Wednesdays from 12-2pm.

4. Graduate Student Paper: Graduate students will be asked to write a self-reflective analysis of their service project on how they developed their project or on what they learned or observed content-wise during service, literature review, or research proposal on one of the topics covered in the course. Students should highlight how their topic relates to the main issues covered in this course, and the social determinants of health. Research papers 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. Please upload assignments to Canvas. 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 asterix (*).

** A rubric for each of the assignments will be posted on Canvas

Course Grading Criteria:

Undergraduates:

- 30% Participation in all class meetings and group activities
- 35% Weekly reflection papers based on readings and class sessions
- 35% Team service-learning project (Individual Credit/No Credit)

Graduate Students:

- 20% Participation in all class meetings and group activities
- 20% Weekly reflection papers based on readings and class sessions
- 25% Team-service projects
- 35% Final paper

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-12pm)	Classroom Seminar Guest speakers and films (9am-12:30 pm)	Cultural activities and site visits
		Service Projects (12pm-2pm)	Faculty Office Hours: 12:30-2pm	
Free and lunch (12pm – 4pm)	Lunch (2pm – 4pm)	Lunch (2pm – 4pm)	Free and Lunch (12:30pm -4pm)	
Spanish (4pm – 6:30pm)	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 Thursday afternoons 12:30-2 pm in La Noria courtyard.

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 sessions to provide context for the course. Students will be encouraged to read the first week's articles in advance.

Week# 1: May 29th 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

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

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 *refrigerio* at CIESAS, Monday May 29th 12-1pm.

Orientation to program from Becari and Child Family Health International 1-3pm

Week# 1: May 30th:

Historic Colonial Oaxaca walking tour, visit to all NGOs and clinical sites. 8:00-12:00 pm

Talking about Service Projects, Becari (Gomez Faria office) 12-1 pm

Week# 1: May 31st seminar:

Topics:

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

Readings:

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

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>

Roser, Mary Ann. (2008). How Deadly is Your Zip Code. *Austin American Statesman*.

Roser, Mary Ann (2015). Race gap seen in death rates. *Austin American Statesman*.
<http://www.mystatesman.com/news/news/local/death-rates-fall-in-travis-county-but-still-highes/nkLMk/>

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

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.

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.

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

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

Week# 1: June 1st, Thursday morning invited speaker and class dialogue:

Topic:

Sexual and Reproductive Health Rights

Mayra Morales

Maricela Zurita Cruz

Youth leaders involved in the promotion of Sexual and Reproductive Health Rights in indigenous and afro-mexican communities.

Brainstorm solutions to the challenges raised

In class film: Unnatural Causes: In Sickness and in Wealth

<http://catalog.lib.utexas.edu/record=b8284014>

Links to this PBS series available on Canvas and at

http://www.unnaturalcauses.org/about_the_series.php

Friday Cultural Activity/Field-trip:

Village of Santa Inés: 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 5th seminar:

Due: Reading Reflection 1

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 el el contexto de la mortalidad materna. *Saluda publica de Mexico*, 55(2), 214-224.

Roser, Mary Ann (2016). Diagnosing the cost of racism on health. Stateman In-Depth Health. *Austin American Statesman*. <https://www.pressreader.com/usa/austin-american->

[statesman/20160502/281479275613635](https://statesman.com/2016/05/02/281479275613635)

Sesia, PM. (2017). Maternal Death in Mexico. *Oxford Research Encyclopedia of Latin American History*. Retrieved from:
<http://latinamericanhistory.oxfordre.com/view/10.1093/acrefore/9780199366439.001.0001/acrefore-9780199366439-e-50?print=pdf>

Sesia, P. Naming Framing and Shaming Through Obstetric Violence: An Initial Approach to the Judicialization of Maternal Health Rights Violations in Mexico. Manuscript, CIESAS-Pacifico Sur. 40

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. & Catino J.. (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>

Tezoquipa, I. H., Monreal, L. A., & Treviño-Siller, S. (2005). " Without money you're nothing": poverty and health in Mexico from women's perspective. *Revista latino-americana de enfermagem*, 13(5), 626-633.

Week# 2: June 8th, Thursday morning invited speakers and class dialogue:

Topic:

"Parto humanizado" (humane childbirth)

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

In class film: PBS news story about Peru

<https://www.youtube.com/watch?v=a4GWI7pQlic>; Unnatural Causes: When the Bough Breaks <http://catalog.lib.utexas.edu/record=b8284014>

Case study and Root Causes Activity¹

¹ See Root Causes Tree and Analysis Grid, Graphics folder in Canvas

Brainstorm solutions to the challenges raised

Readings:

Smith, M., et. al, (2015). *Health Actions for Women*. Chapter 2: Communities Organize for Women's Health, 17-40

http://en.hesperian.org/hhg/Health_Actions_for_Women:Chapter_2:_Communities_Organize_for_Women%27s_Health, and Chapter 8: Healthy Pregnancies and Safe Births, 211-246. http://en.hesperian.org/hhg/Health_Actions_for_Women:Chapter_8:_Healthy_Pregnancies_and_Safe_Births

Hesperian Health Guides: *Safe Pregnancy and Birth Phone App*:

<http://hesperian.org/books-and-resources/safe-pregnancy-and-birth-mobile-app/>

Supplementary readings:

Amnesty International Secretariat (2010). *Deadly Delivery*. The Maternal Health Care Crisis in the US.

Physicians for Human Rights (2007). *Deadly Delays: Maternal Mortality in Peru*. A rights-based approach to safe motherhood.

Friday Cultural Activity/Field-trip:

Due: Research Team Project Outline

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

Week# 3: June 12th 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

Brainstorm solutions to the challenges raised

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 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.

Week# 3: June 15th, Thursday morning invited speakers and class dialogue:

Topics:

HIV/AIDS and migration in indigenous communities in Mexico and Latin America

Rubén Muñoz Martínez, Profesor/investigador CONACYT en el Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS), sede sureste.

Brainstorm solutions to the challenges raised

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

Reartes, D. L. (2011). La comunidad y la ciudad como referentes en la construcción social de riesgos frente al VIH-Sida entre jóvenes estudiantes hablantes de lenguas indígenas de los Altos de Chiapas. *Desacatos*, (35), 59-74.

COHA (2010). HIV/AIDS in Indigenous Communities: Indo-America's Forgotten Victims.

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 19th seminar:

Due: Reading Reflection 3

Topics:

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

Readings:

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.

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.

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*).

Supplementary Readings:

Article about the development of *Health Actions for Women* in [UW Medicine](#).

Video about field testing *Health Actions for Women*
<https://www.youtube.com/watch?v=y0RPmtg6A24>

Global Field Testing Map
<https://uploads.knightlab.com/storymapjs/58ca21b6fdd44c32b5178df760a1407e/hhg-field-testing/index.html>

Week #4: June 22nd , Thursday morning invited speakers and class dialogue:

Topic:

Innovative strategies to promote gender equity and to prevent gender-based violence

Ori Andrés Bensusan Piedrasanta
Diversidades y no Discriminación, Asociación Civil

In class video: Health Actions for Women- Long Version
<https://www.youtube.com/watch?v=y0RPmtg6A24>

Brainstorm solutions to the challenges raised

Readings:

Jurado Castellanos, A. (2013). *Las mujeres en Oaxaca. Algunas realidades y retos.*

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

Piedrasanta, A. ¡Esto es cosa de hombres! Investigación y educación en género y masculinidades. Oaxaca.

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 26th 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

Week #5: June 29th seminar

Topics:

Undernutrition, malnutrition and obesity from a global health equity perspective
Taking Action on Obesity and Diabetes in Austin

In class films: Unnatural Causes: Bad Sugar <http://catalog.lib.utexas.edu/record=b8284014>

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

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

Case study and Root Causes Activity

Readings (before Friday visit to SiKanda):

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

Watch link to SiKanda's Chicas Bicibles project:
<https://www.indiegogo.com/projects/girls-on-bikes-riding-for-empowerment-women#/>

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., Bilttekoff, C., Mudry, J., & Hayes-Conroy, J. (2014). Nutrition as a Project. *Gastronomica: The Journal of Critical Food Studies*, 14(3), 34-45.

Friday Cultural Activity/Field-trip:

Si Kanda: bibliotecas verdes, huertas escolares y chicas bicibles: Green libraries, school-based gardens, and young women's empowerment with bicycles.

Week #6:

Due: Reading Reflection 5

Rotations are scheduled Monday-Wednesday this week.

Week #6: July 6th 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 continued and *convivio*

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 TBA, July 7th.

IX. Appendices

A. Collaborating Entities

UT School of Social Work

UT Study Abroad

LLILAS-Benson, Latin American Studies and Collections

UT African and African Diaspora Studies Department

UT Center for Women & Gender Studies

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

Secretaría de Salud clinics in San Augustin Yatareni, Las Lomas de San Jacinto, and Santa Cruz Xoxocotlán

CEJUM, Centro de Justicia para la Mujer, Oaxaca

Grupos de Estudios sobre la mujer Rosario Castellanos, GESMujer
CANICA
Centro de Esperanza Infantil, Oaxaca
Solidaridad Internacional Kanda, SiKanda

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. See Canvas for further details about each site and service learning projects.

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 clinics in San Augustin Yatareni, Las Lomas de San Jacinto, and Santa Cruz Xoxocotlán

These clinics provide full range primary care services and are engaged in maternal health community health outreach programs as well as public health outreach projects in partnership with local schools.

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. Grupos de Estudios sobre la mujer Rosario Castellanos, GESMujer

This NGO trains young women leaders from indigenous and afro-mexican communities to promote sexual and reproductive health rights, with a gender equity and intercultural lens and approach.

e. CANICA

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

f. Centro de Esperanza Infantil

Multidisciplinary program for children of low-income families.

g. Coral

An organization that provides clinical and therapeutic services for individuals with a hearing impediment.

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. Graphics (See Canvas folder)

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 or online at <https://cmhc.utexas.edu/>.

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://diversity.utexas.edu/disability/>.

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>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

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 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.