

**ADELPHI UNIVERSITY
COLLEGE OF NURSING AND PUBLIC HEALTH**

Bachelor of Science in Nursing

NURS 0302-245-001

COURSE SYLLABUS

On-Site in Guatemala

Faculty: Christine Coughlin, EdD, RN
Susan Zori, DNP, RN, NEA_BC

Email: coughlin@adelphi.edu
szori@adelphi.edu

ADELPHI UNIVERSITY
COLLEGE OF NURSING AND PUBLIC HEALTH

COURSE OVERVIEW

Course number: NURS 0302-245-001

Course title: Service Learning Experience in Guatemala

Credit hours: 1 credit – elective

Semester: Intersession, 2017

Assigned day/time: Intersession January 2017, January 7 – 14, 2017

Faculty: Christine Coughlin, PhD, RN
Susan Zori, DNP, RN, NEA-BC

Pre-requisite(s): None

Co-requisite: Participation in the entire Intersession – Guatemala program

COURSE DESCRIPTION:

The purpose of this course is to learn about culture, socio-economic, and healthcare policies of Guatemala through the experiential process partnering with local school, community clinics and hospital visits. Students will work collaboratively with a NGO (non-government organization) learning about Mayan culture by direct interaction with village residents in diverse settings.

COURSE OBJECTIVES:

Upon completion of this course the student will be able to:

1. Identify the impact of culture, socio-economic issues and healthcare delivery during the student experience in Guatemala.
2. Identify ways in which awareness of social and global responsibilities has increased.
3. Describe specific team member skills that are important in the context of the global experience.
4. Describe the impact of the service-based experience on personal and professional growth.

TEACHING METHODS:

- Discussion, reading assignments, active participation in the Guatemala volunteer experience, windshield project, focus groups, journal writing.

SYLLABUS SUBJECT TO CHANGE

METHODS OF EVALUATION:

1. Students will attend a Pre and Post Trip Class. The pre-experience meeting is to prepare students for community and service based activities. A review of public health care concerns that impact the indigenous peoples of Guatemala will be reviewed. The post experience meeting will allow students an opportunity to reflect upon, evaluate and share experiences in Guatemala and identify how this experience increased their knowledge and understanding of how culture, government policy and historical events impact indigenous populations.
2. Participation in the Guatemalan Service Learning experience.

3. Completion of a daily journal reflection and a daily post experience focus group while in Guatemala. Students will be provided with specific reflective questions to guide the writing of the journal entries reflecting the daily volunteer experiences. (Rubric will be used for grading)
4. In small groups of 2 – 3 a Windshield Survey of the Community will be completed. Students will submit this as a 2 page paper including 6 – 8 digital photographs that will be graded. (Students will be provided with specific requirements and a grading rubric).

GRADING SCALE:

Pre and post meeting class 5% each	10%
Participation in Guatemala Experience	30%
Windshield project	30%
Daily and post experience journal assignment	30%
<hr/>	
Total	100%

OUTLINE of COURSE ACTIVITIES:

Pre experience class:

Discussion of Guatemala’s culture, socio-economic conditions and public health issues. Students must complete reading assignments and participate in discussion. Group service learning projects will be completed based on recommendations from the sponsor in Guatemala. During this stage, students will be evaluated on attendance, preparation and participation in class.

In Guatemala:

Student must attend all site experiences, complete daily reflection journal, participation in the windshield project and participate in daily focus group meetings on site. Daily activity of reflective journaling should be thoughtful, analytical, and not merely a summary of events. The journal should demonstrate critical and integrative thinking and demonstrate connections between topics and experiences.

Post-experience/ Return:

Students must participate in a follow up class (date TBA), during which they should demonstrate thoughtful and reflective discussion of their experiences in Guatemala. During this stage, students will be evaluated on attendance, preparation, and participation in class and post experience journal assignment.

REQUIRED READINGS:

Read/view prior to the first meeting

Brent, Foster, 2015, October 29. This is Guatemala [Video File]. Retrieved from <https://www.youtube.com/watch?v=zUJjSeShDS4>

Ceron, A., Ruano, A. L., Sanchez, S., Chew, A. S., Diaz, D., Hernandez, A., & Flores, W.(2016). Abuse and discrimination towards indigenous people in public health care facilities: Experiences from rural Guatemala. *International Journal for Equity in Health, 15* doi:<http://dx.doi.org.libproxy.adelphi.edu:2048/10.1186/s12939-016-0367-z>

Lee, J., Houser, R.F., Must, A, Palma de Fulladolsa, P. Bermudez, O. I. Socioeconomic disparities and the familial coexistence of child stunting and maternal overweight in Guatemala. *Economics and Human Biology 10* (2012), 232 – 241.

Menchu, Rigoberta, 1983. *I, Rigoberta Menchu An Indian Woman in Guatemala*. (A. White, Trans.) New York, NY: Verso.

Mejia-Lopez, M.L. (2006). Indigenous women and governance in Guatemala. *Canadian Foundations for the Americas*. Retrieved from: http://www.focal.ca/pdf/mujer_indigena_e.pdf.

PBS News Hour. (2014). Widespread childhood malnutrition is a paradox in agriculturally rich Guatemala PBS News Hour. <http://www.pbs.org/newshour/bb/widespread-childhood-malnutrition-paradox-agriculturally-rich-guatemala/>

Rights Group International, World Minority Directory of Minorities and Indigenous Peoples - Guatemala : Maya, July 2008, *United Nations Refugee Agency*, available at: <http://www.refworld.org/cgi-bin/texis/vtx/rwmain?page=search&skip=0&query=Guatemala&coi=>

Rosenberg, T. (2011, January 31). When microcredit won't do. *The New York Times*.
http://opinionator.blogs.nytimes.com/2011/01/31/when-microcredit-wont-do/?_r=0

Additional Websites for reference:

http://travel.state.gov/travel/cis_pa_tw/cis/cis_1129.html

<http://travel.nationalgeographic.com/travel/countries/guatemala-guide/>

<https://www.cia.gov/library/publications/the-world-factbook/geos/gt.html>

<http://www.mayanfamilies.org/>

SUGGESTED READINGS:

Hawkins, J., Adams, W. (2007). *Health Care in Maya Guatemala: Confronting Medical Pluralism in a Developing Country*. University of Oklahoma Press.

Link to book: http://www.amazon.com/dp/0806138599/ref=rdr_ext_tmb#reader_0806138599

Stewart, I. (2015). *The Rough Guide to Guatemala*. Rough Guides.com

Link to book: http://www.amazon.com/dp/1405390093/ref=rdr_ext_tmb

Campinha-Bacote, J. (2011). Coming to Know Cultural Competence: An Evolutionary Process. *International Journal For Human Caring*, 5(3), 42-48.

COURSE REQUIREMENTS:

1. Valid passport (must have 6 months before expiration date), current annual physical exam, titers, vaccinations and “travel-specific” immunizations.
2. One pre- and one post-experience class meeting with professor.
3. Intersession Break on site (2017) in Guatemala. Attend all scheduled experiences and daily focus group.
4. Registration for the course as part of Adelphi University
5. Review the web sites and required readings before the pre-experience meetings.
6. Complete windshield project (See assignment and rubric posted on Moodle)
7. Completion post experience of daily reflection journal (See assignment and rubric posted on Moodle)

ACADEMIC /IN COUNTRY CONDUCT:

It is an expectation and requirement of this course that students behave according to the academic honesty policy/statement of Adelphi University and the on-site rules and guidelines.

Students must abide by the honesty statements

(See below and <http://academics.adelphi.edu/policies/honesty.php>) and the *Code of Ethics* of Adelphi University (See <http://academics.adelphi.edu/policies/ethics.php>),

Adelphi University Code of Academic Honesty

The code of academic honesty prohibits behavior, which can broadly be described as lying, cheating, or stealing. Violations of the code of academic honesty will include, but are not limited to, the following:

1. Fabricating data or citations
2. Collaborating in areas prohibited by the professor
3. Unauthorized multiple submission of work
4. Sabotage of others’ work, including library vandalism or manipulation
5. Plagiarism: presenting any work as one’s own that is not one’s own
6. The creation of unfair advantage
7. The facilitation of dishonesty
8. Tampering with or falsifying records
9. Cheating on examinations through the use of written materials or giving or receiving help in any form during the exam, including talking, signals, electronic devices, etc. (<http://academics.adelphi.edu/policies/honesty.php>)

DISABILITIES:

Adelphi University is committed to the success of all its students.

If you have a disability that may significantly impact your ability to carry out assigned coursework, please contact the Student Access Office (SAO) at 516-877-3086 or send an email to sao@adelphi.edu. The staff will review your concerns and determine, with you, appropriate and necessary accommodations. Please allow for a reasonable time frame for requesting ASL Interpreters or Transcription Services.

Dietary/Allergies: Please inform faculty prior to the departure special food requirements. Report to faculty two (2) weeks prior to departure

CLASS SCHEDULE

	Date	Meeting Times	Topic
<p>Pre-experience</p> <p>Meeting 1</p> <p>Meeting 1A</p>	<p>11/29/2016</p> <p>Prior to trip (TBA)</p> <p>Finalize details and be sure all students have required documents and information.</p>	<p>6PM – 8PM</p> <p>2 hours</p>	<p>Introduction and Planning</p> <p>Discuss culture, socio-economic, cultural competency and health care of Guatemala.</p> <p>Bring web site info.</p> <p>Discuss windshield project.</p>
<p>Guatemala</p>	<p>Intersession 2017</p> <p>1/7/2017 – 1/14/2017</p>		<p>Community health care academic/volunteer, cultural and environmental experiences.</p> <p>Interact with NGO Mayan Families(501-C3)</p> <p>Staff and clients, provide evaluation services of preschool population, nutritional assessments and screening of elderly indigenous Mayan population</p> <p>Daily Itinerary Attached.</p>

Post-experience Meeting 2	Date and time to be announced Journals and Windshield Paper to be handed in at this time. MUST BE IN APA FORMAT	2 hours Location: TBA	Reflection and Evaluation of global experiences of Guatemala. Reflection and post experience assignment & discussion
----------------------------------	--	-----------------------------	--

Program Costs

The estimated cost for the Guatemala program is **TBA**; this cost is subject to change dependent on group size and/or fluctuation in airline costs. The program includes: air transportation, airport transfers, lodging in shared triples, cultural excursions, most meals, and international health insurance. Additional costs include a \$150 Adelphi Study Abroad Fee.

Application, Payment Timeline & Cancellation Policy

All application and payment information, including the cancellation policy, can be found online at the web address below. Your application is not considered complete until you make the non-refundable \$300 deposit.

ADELPHI UNIVERSITY
COLLEGE OF NURSING AND PUBLIC HEALTH

Photography Release Form

Permission release to use photo image (digital or otherwise) in any media associated with Adelphi University

I consent to have my image during a Guatemala trip and class meeting to be used in a published format of video and or photo at a conference or in a journal format.

YES _____

NO _____

Print Name: _____

Signature: _____

Date: _____

PI or COI signature _____