

Rutgers, School of Nursing, Camden, Fall 2015
INTERNATIONAL SERVICE LEARNING: HEALTH AND HEALING IN BOLIVIA

COURSE: 50:705:396

TRAVEL DATES: TBD (Approximately December 27, 2015—January 16, 2016)

CREDITS: 3

PREREQUISITES: None

HOURS: TBD

LOCATION: Rutgers University—Camden and Chilimarca, Bolivia

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COURSE DESCRIPTION:

This seminar and international service-learning course introduces students to health and healing in Bolivia, one of the poorest countries in the Western Hemisphere, with the aim of gaining a deeper understanding of health and healing in this developing country.

Four classes (hybrid) during the fall 2015 semester will focus on the demographic, socio-cultural, spiritual, economic, legal, and political factors influencing healthcare delivery and practice in Bolivia. Integral to this course is a 20-day service learning, language immersion experience, over the winter break in Chilimarca, Bolivia, a rural community on the outskirts of Cochabamba, Bolivia. In the context of another culture, participants will have the opportunity to experience several sustainable projects that help to address and overcome public health problems interrelated with education, gender violence, health services, and poverty. The fifth class meeting serves as a reflection and debriefing class, and occurs within four weeks of return.

Three credits will be awarded to students, which may be applied to a culture and diversity elective or general elective. The decision to accept these elective credits will be determined by the dean of the school with whom the student is registered.

COURSE OBJECTIVES:

At the completion of the course, the student will be able to:

1. Discuss the impact of demographic, socio-cultural, spiritual, economic, legal, and political factors influencing healthcare delivery and practice in Bolivia.
2. Identify health issues, their prevalence, safety practice, and risk factors among members of a marginalized and/or impoverished Bolivian community.
3. Discuss the role of healthcare clinics in marginalized and/or impoverished communities.
4. Discuss the comprehensive health services for children and women who live in marginalized or impoverished conditions.
5. Understand the goals of health equity and reduction of health disparity.
6. Examine nursing roles in rural Bolivia
7. Begin to understand written and spoken simple words, phrases, and sentences in Spanish.

METHODS OF INSTRUCTION:

Teaching methods include written assignments, self-study, independent assignments, experiential learning, and guided travel to Chilimarca, Bolivia.

EVALUATION CRITERIA:

Methods of evaluation include:

Class participation	40%
4-5 Page paper on Half the Sky (see below)	15%
Journal	10%
Trip participation (contribution to course)	20%
Photo-journal	15%

COURSE CONTENT:

Class 1 (F2F – November Camden TBD): Introduction: Overview of socio-cultural, spiritual, economic, legal, and political factors influencing healthcare delivery and practice in Bolivia.

Class 2 (online – November TBD): Millennium Development Goals – E-College

Class 3 (F2F-December Camden TBD): Health issues, practices and resources in rural Bolivia; E-College

Class 4 (F2F in Bolivia): Psychological and neurobiological effects of child sexual abuse

Academic days in Bolivia:

Daily Spanish Class: for those not fluent in Spanish.

Service-Learning:

Participants will have the opportunity to experience firsthand several projects that help to address and overcome public health problems interrelated with education, gender violence, health services, and poverty. These projects include participation among the:

Community Health Clinic

School for Life Education

Center for Children and Adolescents who have been sexually abused

Health Guardians in marginal urban neighborhoods

Health Promoters in Rural Communities

Center for People with disabilities

General Follow-up visits to Rural Communities

Daily Reflection Assignment: After each day of learning and engagement, students will write and submit 2-3 paragraphs. Example would include: Describe significant activity(ies) that occurred today, How did the experience affect you emotionally? How did the experience relate to you as a nurse/individual? Is there anything you would have done differently? What did you learn about the people the organization is serving? How did your volunteerism today relate to the course objectives? What are your goals for tomorrow?

Class 5 (F2F in Camden January 2016) Reflection and debriefing.

Attendance required. Present to the class via PowerPoint, your 5 favorite experiences/pictures/reflection.

Required Reading: Half the Sky: Turning oppression into opportunity for women worldwide, (2010). Kristof, N., WuDunn, S. Random House, NY. NY **ISBN-10:** 0307387097

Assignments:

1. 4-5-page (double-spaced) paper which should include two sections: (1) the main points covered in the book and (2) the insights you developed that will shape your understanding of the most pervasive human rights violation: oppression of women and children in the developing world.

2. Photo Journal

Compile a photo journal of your observations and experiences related to the trip and activities. Place the pictures into a photo journal or publish using a service such as shutterfly or another publisher of your choice with notes (who, where, what, when, significance) relative to each photo. Do not merely describe a chronology of what we did, at least from time to time reflect on what the particular experience meant to you, to your nursing career, or to other important areas of your life.

****Remember you must obtain permission of individuals prior to taking their picture.**

This journal is due no later than 14 days after our return. The journal must be brought to the last class.

Contribution to the Entire Course Experience including Travel

Professional conduct in every facet of our course is expected. This standard includes but is not limited to punctuality, preparedness, high-quality engagement in all of our meetings, and polite and gracious interactions with everyone we meet including our fellow Rutgers travelers.

My standard is that you treat our class including all aspects of the trip as would be expected of a professional nurse. I will evaluate your contribution to pre-trip class discussions and activities; your contribution to trip experiences, activities, and discussions; and your contribution to post-trip class discussions and activities.

Suggested Books and Journal Articles

Here is a listing of just a few of the possible journal articles you might consider while preparing for class/travel.

Velasquez, J., Knatterud-Hubinger, N., Narr, D., Mendenhall, T., & Solheim, C. (2011). Mano a Mano: Improving health in impoverished Bolivian communities through community-based participatory research. *Families, Systems & Health: The Journal Of Collaborative Family Healthcare*, 29(4), 303-313. doi:10.1037/a0026174

Otis, K., & Brett, J. (2008). Barriers to hospital births: why do many Bolivian women give birth at home?. *Revista Panamericana De Salud Publica*, 24(1), 46-53.

Eder, C., Schooley, J., Fullerton, J., & Murguia, J. (2012). Assessing impact and sustainability of health, water, and sanitation interventions in Bolivia six years post-project. *Revista Panamericana De Salud Publica*, 32(1), 43-48.

Fernandex-Sola, C., Granero-Molina, J., Aguilera-Manrique, G., Peredo-De Gonzales, M., Castro-Sanchez, A., & Perez Galdeano, A., Strategies to develop the nursing process and nursing care plans in the health system in Bolivia. *International Nursing Review*, 58(3), 392-399.

Romero, M., Postigo, J., Schneider, D., Chippaux, J., Santalla, J., & Brutus, L., (2011). Door-to-door screening as a strategy for the detection of congenital Chagas disease in rural Bolivia. *Trop Med Int Health*. May;16(5):562-9. doi: 10.1111/j.1365-3156.2011.02746.x

Additional Requirements:

You must have current passport that does not expire prior to 12/2015. (No tears or folds)

You must obtain or show evidence of Yellow Fever vaccine within past 10 years- must have yellow CDC immunization card. (Can be done at the Student Center)

You must pay \$135 Visa upon entering country – **bills must be brand new and unfolded**

You must bring 2 passport sized pictures to accompany visa application. (Can be done at CVS or Walgreens)

You must submit to background check – approximately \$25 if not already done

What to bring:

Sweatshirt (1)

Khakis (1)

Jeans (1)

Work clothes to paint in

Leggings (2) – quick dry

Tops (5) quick dry

Socks (5) quick dry

2 pair scrubs

Sneakers

Flip-flops

Rain boots

Water bottle

Clothespins (14)

Chargers

Hand sanitizer

Raincoat

Sunscreen

Snacks

Journal

Medications to bring:

Antidiarrheal (Lomotil, Pepto-Bismol)

Stool softener

Zofran

Advil or Tylenol

Talk with your provider about altitude sickness medication

You will be provided:

Towel and washcloth

1 pair of scrubs

bottled, filtered water

sheets and pillow