Migrant Health
ES 416/516
Spring, 201X
Oregon State University
School of Language, Culture & Society
College of Liberal Arts

Course Description:

The purpose of this class is to present an overview of major health and health care issues related to immigrant communities in the United States. From an ecological perspective, students gain an understanding of the theories and realities about migration and the migration-health relationship. In particular, the situation of migrant and seasonal farmworkers in the Pacific Northwest is analyzed. Specific topics include: assimilation & acculturation, access to care, protective practices (the so-called Latino paradox), migrant health centers & community health workers, environmental & occupational issues, immigrant families. Throughout the course we will investigate relevant policy and ethical issues that surround migration and health.

Course Objectives:

At the completion of the course students will be able to:

1. Understand the underlying concepts and theories of migration.
2. Identify major health and health care issues related to migrant communities in the United States, particularly in the Northwest.
3. Explore the barriers and facilitators that migrant communities face when accessing health care services.
4. Identify the role that migrant health centers and community health workers play in migrant health.
5. Recognize the environmental and occupational health issues affecting migrant and seasonal farmworkers.
6. Understand the health and health care issues of the “migrant family.”

In addition, graduate students enrolled in ES517 will be able to:

1. Synthesize theories of migration and its implications for health of migrant populations
2. Analyze health and health care issues of migrant communities in the US.
3. Evaluate the role of immigration and other social policies on the health and health care issues of migrant communities in the US.
4. Articulate culturally informed and sustainable intervention strategies to improve health-related outcomes of migrant communities in the US.

Class Meetings: TR 10:00:11:50am at Waldo Hall 244.

Instructor: Daniel López-Cevallos, PhD, MPH
Office: Waldo 262  Mailbox: Waldo 252
E-mail: Daniel.Lopez-Cevallos@oregonstate.edu
To ensure reply, indicate “ES416” or “ES516” on the subject line of all e-mails.
Canvas: The course syllabus is also available on Canvas (http://my.oregonstate.edu/). Announcements, class notes, and readings that are supplemental to the course will be placed there.
Office Hours: By appointment.

Course Readings:

3) Selected readings (posted on Canvas).

Course Requirements:

**STUDENT PRESENTATIONS (10%)**
On Thursday April 10th, students will select one journal article to present to class. See course outline for readings marked [Student]. Graduate students will have additional readings to present to class (see graduate section below). Students are expected to prepare a 10-15 minute PowerPoint presentation which should include: 1) Brief summary of the article; 2) Discussion of its relevance (in the context of other materials discussed in class, student’s perspective, media, etc.).

**MID-TERM EXAM (20%)**
There will be a mid-term exam covering the material discussed in class. The mid-term will include multiple-choice, true/false, short-answer and essay-type questions.

**FINAL PAPER (30%)**
Students will work in groups of two (same as the multimedia advocacy project) to prepare a critical review of the literature on a topic related to the class. Students will “sign-up” their group and its proposed members in class on Thursday April 10th. The purpose of this paper is to conduct a critical review of relevant literature (journal articles, books, reports, conference proceedings) about a “migrant health” issue of your preference. Other topics (besides those included in the course schedule) include: Patterns of Immigrant Settlement, Housing, Food Security, Non-Latino immigrants, Public Participation & Activism, Transnational Families, etc. Selected topics should be agreed with instructor by Thursday April 17th. Final papers are due via Canvas by 10am on Monday June 10th. Papers should be 8-10 double-space pages, citing a minimum of 10 peer-reviewed references (15 for graduate students) using APA format.

**MULTIMEDIA ADVOCACY PROJECT (30%)**
In groups of two, students will prepare a website that addresses a relevant topic related to class. The *Multimedia Advocacy Project* (MAP) complements the more “formal” work presented
as a final paper. In other words, the MAP can include a variety of relevant multimedia sources (e.g. movies, documentaries, audio, photo, newspaper, etc.) that portray the themes of migration, health, social justice and human rights discussed in class. The MAP should be send via e-mail to the instructor and presented as a website on **Thursday June 5**th.

**CLASS PARTICIPATION (10%)**
Class participation is a fundamental component of the learning experience. Each student is expected to attend and **actively participate** during class. **No texting/e-mailing in class.** If it is an emergency, please step out of class until the issue has been resolved. Readings and assignments must be completed **prior** to class so that students are prepared to discuss them. Moreover, **quality** of class participation may be considered when a student’s grade falls “on the line” between two different grades.

**For graduate students:** In general, expectations for graduate students will be higher. They are expected to lead group discussions. There are extra-readings assigned (see [Graduate] in Course Schedule). Graduate students will be asked to prepare a presentation on these readings with the class in addition to the “undergraduate” student readings. Graduate students will discuss these readings with the instructor in person or online (e.g. E-mail or Canvas discussion forum). Questions from these readings will be included in the mid-term. Therefore, the grading for graduate students is as follows: **Student presentations (20%); Mid-term exam (20%); Final paper (30%); Multimedia Advocacy Project (25%); Class participation (5%).**

**Grades:** The following scale is a percentage of total points that will determine grades for all students:

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<td>94-100</td>
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<td>90-93</td>
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<td>87-89</td>
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<td>80-83</td>
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<td>77-79</td>
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<td>74-76</td>
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**Essay and Exam Evaluation Criteria:** The following criteria will be used for evaluating written assignments and exams: [1=Poor; 2=Average; 3=Good; 4=Excellent]

- COMMITMENT-did you cover all relevant materials/questions?
- AMBITION-did you take each issue to task?
- ENGAGEMENT-did you make connections between issues?
- CLARITY-was the paper readable and well organized?
- READINGS/COURSE MATERIALS-did you use appropriate reading and other course materials in your work? [Note: ALL information sources used for class exercises must be cited using APA format. See: http://wally.rit.edu/pubs/guides/apa.html]
- COMPARISON-in general, how did your work compare to the rest of the class?
- DIRECTIONS-a "no brainer" here. Did you follow directions?
**WRITTEN ASSIGNMENTS**: All written assignments are to be typed, double spaced, 1 inch margins and spell/grammar checked. 10% of the grade for each assignment will be based on quality of writing, including grammatical and spelling accuracy.

**Diversity Statement**
The College of Liberal Arts strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

**Expectations for Student Conduct**
The Student Conduct Code establishes community standards and procedures necessary to maintain and protect an environment conducive to learning, in keeping with the educational objectives of Oregon State University. This code is based on the assumption that all persons must treat one another with dignity and respect in order for scholarship to thrive. For the full Student Conduct Code see: [http://oregonstate.edu/studentconduct/offenses](http://oregonstate.edu/studentconduct/offenses)

Academic or Scholarly Dishonesty is prohibited and considered a serious violation of the Student Conduct Code. It is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student’s own efforts or the efforts of another.

**Religious Holiday Statement**
Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

**Students with Documented Disabilities**
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at [http://ds.oregonstate.edu](http://ds.oregonstate.edu). DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

**R.E.S.P.E.C.T. Guidelines**: Throughout the course of the term we will engage in both small group and class discussions on public issues, concepts and the readings. In order to create an environment that is welcoming to all, I propose that we recognize and follow the RESPECT guidelines described below.

- Recognize your communication style
- Expect to learn something about yourself and others
- Speak clearly and use personal examples when making a point
- Participate honestly and openly
- Engage in the process by listening as well as speaking
- Confidentiality
- Take Responsibility for yourself and what you say
Email Etiquette: When communicating via email, please follow the rules listed below.

- **Use proper spelling, grammar & punctuation.** This is not only important because improper spelling, grammar and punctuation give a bad impression of your ability, it is also important for conveying the message properly. E-mails with no full stops or commas are difficult to read and can sometimes even change the meaning of the text. And, if your program has a spell checking option, why not use it?
- **Do not write in CAPITALS.** If you write in capitals it seems as if you are shouting. This can be highly annoying and might trigger an unwanted response in the form of a flame mail.
- **Read the email before you send it.** A lot of people don’t bother to read an email before they send it out, as can be seen from the many spelling and grammar mistakes contained in emails. Apart from this, reading your email will help you send a more effective message and avoid misunderstandings and inappropriate comments.
- **Do not discuss confidential information via e-mail.** Sending an email is like sending a postcard. If you don’t want your email to be displayed on a bulletin board, don’t send it. Moreover, never make any libelous, sexist or racially discriminating comments in emails, even if they are meant to be a joke.

Student Evaluation of Courses: The online Student Evaluation of Teaching system opens to students the Monday of dead week and closes the Monday following the end of finals. Students will receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to “sign” their comments agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.
Course Schedule

Week 1: Introduction & Overview of Key Concepts and Terms

Readings:

Week 2: Understanding the Immigrant Experience

Readings:

Sign-up for Readings & Groups: Thursday April 10th.

Week 3: Immigrant Families

Readings:

Select topic for MAP and final paper: Thursday April 17th.

Week 4: Migrant Access to Health Care I

Readings:
- Holmes SM (2013). Chapter 5 [Graduate]

1 The instructor reserves the right to make changes to the course schedule and assignments as appropriate.
Week 5: Migrant Access to Health Care II


Week 6: Migrant Health Outcomes

Readings:

Guest Lecture: Tina Dodge-Vera, OSU Extension Service
Thursday May 8th.

Week 7: Migrant Protective Practices: The Latino Paradox.

Readings:

Mid-term exam: May 15th.

Week 8: Environmental & Occupational Issues

Readings:

Guest Lecture:  Mehra Shirazi, PhD, Women, Gender & Sexuality Studies 
Tuesday May 20th.

Week 9:  Migrant Health Centers & Community Health Workers

Readings:

Site visit:  Rocio Muñoz, Benton County Health Department  
Thursday May 29th.

Week 10:  Change, Pragmatic Solidarity, and Beyond

Readings:

Thursday 6/5:  Multimedia advocacy project presentations.

Final papers are due on Canvas by 10am on Monday June 9th.