

MPH 563 Interdisciplinary Seminar
Subtitle: U.S.-Mexico Border Health Issues

Department of Health Science
College of Health and Social Services at
New Mexico State University

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Description: Problem-based approach to case study analysis designed to instill a broader appreciation of health issues and multidisciplinary collaboration.

Recommended readings:

Aguirre-Molina, M., Molina, C.W., & Zambrana, R.E. (Eds). (2001). *Health issues in the Latino community*. San Francisco: Jossey-Bass.

Anderson, N. (2003). *Emotional longevity: What really determines how long you live*. NY: Penguin.

Antonovsky, A. (1981). *Health, stress and coping*. San Francisco: Jossey-Bass.

Baum, A. & Andersen, B. L. (2001). *Psychosocial interventions for cancer*. Washington DC: American Psychological Association.

- Bird, M. E., Michael, Bowekaty, Burhansstipanov, Cocran, Everingham, Saina. (2002). *Eliminating health disparities: Conversations with American Indians and Alaska natives*. Santa Cruz, CA: ETR Associates.
- Bruhn, J.G., & Brandon, J.E. (Eds). 1997. *Border health: Challenges to the U.S. and Mexico*. New York: Taylor and Francis Books.
- Cahn, E. S. (2000). *No more throw-away people: The co-production imperative*. Washington DC: Essential Books. ISBN: 1-893520-02-1
- Camic, P. & Knight, S. (2004). *Clinical handbook of health psychology: A practical guide to effective interventions*, 2nd. Seattle, WA: Hogrefe & Huber.
- Christensen, A. J., Martin, R., & Smyth, J. M. (2004). *Encyclopedia of health psychology*. Norwell, MA: Kluwer Academic Publishers.
- Chun, K. M., Organista, P. B., & Marin, G. (2003). *Acculturation: Advances in theory, measurement, and applied research*. Washington DC: American Psychological Association.
- Cohen, L. M., McChargue, D. E., & Collins, F. L. (2003). *The health psychology handbook: Practical issues for the behavioral medicine specialist*. Thousand Oaks, CA: Sage.
- DiClemente, R. J., Crosby, R. A., & Kegler, M. C. (2002). *Emerging theories in health promotion, practice, and research: Strategies for improving public health*. San Francisco, CA: Jossey-Bass. ISBN: 0-7879-5566-3 (Dona Anna Branch)
- Dixon, M. & Roubideaux (2001). *Promises to keep: Public health policy for American Indians & Alaska Natives in the 21st Century*. WASHINGTON, DC: American Public Health Association. ISBN: 0-87553-02-9
- Donnelly, J.W., Eburne, N., & Kittleson, M. (2001). *Mental health: Dimensions of self-esteem and emotional well-being*. Boston: Allyn & Bacon.
- Elder, J. P. (2001). *Behavior change and public health in the developing world*. Thousand Oaks, CA: Sage Publications. ISBN: 0-7619-1779-9
- Eliopoulos, C. (2004). *Invitation to holistic health: A guide to living a balanced life*. Boston: Jones & Bartlett.
- Fox, C.E. (2000). *Assuring a healthy future along the U.S.-Mexico border*. US DHHS, Health Resources and Services Administration, Washington, D.C.
- Frank, R. G., McDaniel, S. H., Bray, J. H., & Heldring, M. (2004). *Primary care psychology*. Washington DC: American Psychological Association.
- Frank, R. G., Wallander, J. L., & Baum, A. (2004). *Handbook of clinical health psychology: Models and perspectives in health psychology, Vol. 3*. Washington DC: American Psychological Association.
- Gatchel, R. J. & Oordt, M. S. (2003). *Clinical health psychology and primary care: Practical advice and clinical guidance for successful collaboration*. Washington DC: American Psychological Association.
- Glanz, K., Rimer, B. K., & Lewis, F. M. (2002) *Health behavior and health education: Theory, research and practice*. San Francisco, CA: Jossey-Bass. ISBN: 07879-0310-8

- Green, A. (1999). *An introduction to health planning in developing countries*. New York: Oxford University Press. ISBN: 0-19-262161-0
- Harper, R. G. (2004). *Personality-guided therapy in behavioral medicine*. Washington DC: American Psychological Association.
- Huff, R.M., & Kline, M.V. (1999). *Promoting health in multicultural populations: A handbook for practitioners*. Thousand Oaks, CA: Sage.
- Institute of Medicine (2003). *The future of the public's health in the 21st century*. National Academy Press. ISBN: 0-309-08704-X
- Johnson, S. B., Perry, N. W. Jr., Rozensky, R. H. (2002). *Handbook of clinical health psychology: Medical disorders and behavioral health applications, Vol. 1.* Washington DC: American Psychological Association.
- Kendall-Tackett, K. A. (2004). *Health consequences of abuse in the family: A clinical guide for evidence-based practice*. Washington DC: American Psychological Association.
- Karren, K.J., Hafen, B.Q., Smith, N.L., & Frandsen, K.J. (2002). *Mind-body health: The effects of attitudes, emotions, and relationships* (2nd Ed.). San Francisco: Benjamin & Cummings.
- Loehr, J. & Schwartz, T. (2003). *The power of full engagement*. NY: Free Press.
- Loustaunau, M. O. & Sanchez-Bane, M. (1999). *Life, death, and in-between on the US-Mexico border: Asi es la vida*. Westport, Connecticut: Bergin & Garvey. ISBN: 0-89789-568-1
- Loustaunau, M. O & Sobo, E. J. (1997). *The cultural context of health, illness and medicine*. Westport, CT: Bergin & Garvey ISBN: 0-89789-548-7
- Ma, G.X., & Henderson, G. (1999). *Rethinking ethnicity and health care*. Springfield, IL: Thomas.
- Power, J.G., & Byrd, T. (Eds). (1998). *U.S.-Mexico border health*. Thousand Oaks, CA: Sage.
- Raczynski, J. M. & Leviton, L. C. (2004). *Handbook of clinical health psychology: Disorders of behavior and health, Vol. 2*. Washington DC: American Psychological Association.
- Salovey, P. J. & Rothman, A. (2003). *The social psychology of health*. New York: Psychology Press. ISBN: 1841690171.
- Seaward, B.L. (2001). *Health and human spirit: Spiritual dimensions for Personal health*. Boston: Allyn & Bacon.
- Sebastian, J. G. & Bushy, A. (1999). *Special populations in the community: Advances in reducing health disparities*. Gaithersburg, MD: Aspen Publishers. ISBN: 0-8342-1364-8.
- Smedley, B.D., Stith, A.Y., & Nelson, A.R. (Eds). *Unequal treatment: Confronting racial and ethnic disparities in health care*. Washington, D.C.: Institute of Medicine, The national Academies Press.
- Smedley, B.D., & Syme, S.L. (Eds). (2000). *Promoting health: Intervention strategies from social and behavioral research*. Washington, D.C.: Institute of Medicine, the National Academy Press.
- U.S. Department of Health and Human Services (2000). *Health on the U.S.-Mexico border: Past, present and future—A preparatory report on the future United States-Mexico Border*

Health Commission. US DHHS, Office of International and Refugee Health, Washington, D.C.

U.S.-Mexico Border Health Commission (2003). *Healthy border 2010: An agenda for improving health on the United States-Mexico border.* El Paso, TX: U.S.-Mexico Border Health Commission.

Winett, R. A. (1989). *Health psychology and public health: An integrative approach.* New York: Pergamon Press. ISBN: 0-08-033640-X.

Woods, D.R. (1994). *Problem-based learning: How to gain the most from PBL.* Waterdown, ON: Donald R. Woods.

Due to the requirements of the HRSA grant, these two additional readings will be *required and assigned to the doctoral students in Counseling Psychology*:

Hoffman, M. A., & Driscoll, J. M. (2000). Health promotion and disease prevention: A concentric biopsychosocial model of health status. In S. D. Brown & R. W. Lent (Eds.) *Handbook of counseling psychology* (3rd ed.) (pp. 532-566). New York: Wiley.

Salovey, P. J. & Rothman, A. (2003). *The social psychology of health.* New York: Psychology Press. ISBN: 1841690171.

You may access some of the recommended materials above through the NMSU Zuhl Library Reserve Readings. If you so desire, you may also order many of the above through any number of private booksellers, such as amazon.com or borders.com

WEB-CT: Though this course is a regular “face-to-face” course, it includes a Web-CT homepage for announcements and emails, etc. Please go to: <http://salsa.nmsu.edu> to create your personal global id through the “My Web-CT” icon. If you have never used Web-CT, work through the online orientation session that may be accessed by visiting:

<http://distance.nmsu.edu/sop/>

Course Objectives: This course will provide you with the information to:

- (1) Describe the importance of having a multidisciplinary team approach to gain a better multicultural understanding of physical, emotional, and social health issues of clients living in communities along the U.S.-Mexico border.**
- (2) Describe the mind-body connection, the stress response, as well as stress management and related emotional health approaches to adaptation, adjustment and achieving competence.**
- (3) Demonstrate consultation and referral skills with the multidisciplinary team processing of the case studies**
- (4) Demonstrate leadership and team building skills through applying problem-based learning approaches and taking your turn in leading the group discussion.**
- (5) Demonstrate ability to identify relevant multidisciplinary information through library and online resources, through interviews with health professionals, etc. and apply this information in the problem-solving context**
- (6) Demonstrate knowledge of health disparities, especially those along the U.S.-Mexico border and in importance of being an advocate in one’s professional role**

Course Policies/Procedures:

This course is designed for as wide a variety of academic majors as possible. Some of you will come from public health, while others come from counseling and educational psychology, social work, nursing, and related disciplines. Having students enrolled in this course from a variety of backgrounds is essential to its success. No previous background in public health or any specific discipline is required (e.g., there are no pre-requisites to this course).

Attendance Policy:

Attending and actively participating in each weekly class session is vital, along with taking turns leading the group discussion and conducting/completing all required research. As you will note under grading policy, each week you will receive a grade based upon your level of participation—so obviously attendance is important!

Teaching Strategies:

This course uses a “problem-based learning” approach which empowers you as the student in many ways. You are instructed in how to use this model to analyze case studies. The analysis of your case study is the stimulus for subsequent learning. Students are responsible for creating their own list of learning issues, and for subsequently conducting the research required to address each issue, and then sharing your findings with the larger group/class. Each session will conclude with receiving feedback from each other and your instructors.

Withdrawal Policy:

This course requires a high degree of self-responsibility. It is important that you attend class, participate, and demonstrate the ability to keep up with the assigned work. Continued absence throughout the course may lead to an administrative drop being initiated.

Grading Policy/Criteria:

Inputs that will be used to determine your final grade include: completion of all research, sharing the results with your fellow classmates, and demonstrating the ability to lead/facilitate group discussion, along with the research results write-ups and your paper requirement. Therefore, your grade will largely be based upon the “results” of your individual information searches and your level of participation in each class session.

***Weekly participation in the 14 class sessions @ 5 points each = 30%**

***Total accumulated points from all results of your research**

And your presentation of those results to your class = 50%

***Paper Requirement: Option A: Creation of a case study or
Option B: Creation of a book review (see attached) = 20%**

Grade Assignment To Be Based Upon Following Scale:

A	=	90% & above
B	=	80%-89.99%
C	=	70%-79.99%
D	=	60%-69.99%
F	=	Less than 60%)

(See attached “Schedule”—which, along with a copy of this syllabus, is also located on the MPH 563 Homepage via Web-CT).

Grades at the mid-term:

You can determine this information by checking under the “My Grades” icon on the MPH 563 course homepage. Compare your points so far with the maximum available points so far at that point in the course. Check with your instructors if you need help determining the total “points available so far” in the course. Final grades will be posted under the same homepage icon by 5 p.m. December 10, 2004.

Incomplete Grading Policy:

Under university policy, incomplete grades may be given only if a student has passed the first half of the course, and is precluded from successful completion of the second half of the course by a documented illness or family crisis that the instructor believes genuinely precluded successful completion. Please refer to the appropriate pages of the 2004-05 Graduate Catalog.

The following regulations apply to removing or changing an “I” grade.

1. Instructors may assign I grades only if the student is unable to complete the course due to circumstances beyond the student's control that develop after the last day to withdraw from the course. Examples of appropriate circumstances include documented illness, documented death or crisis in the student's immediate family, and similar circumstances. Job related circumstances are generally not appropriate grounds for assigning an I grade. In no case is an I grade to be used to avoid the assigning of D, F, U, or RR grades for marginal or failing work.
2. To assign an I grade, the instructor must complete the I Grade Information Form and have the form delivered to the course dean, together with the instructor's grade sheets for the semester. The instructor will state in writing on the I Grade Information Form the steps necessary to complete the remaining course work or the instructor may indicate that the student will be required to re-enroll in the course to receive credit (in which case the I grade will not be removed). The student will sign this document or the course dean will send a copy of the document to the student's official permanent address as recorded in the Registrar's Office.
3. The student is entitled to have the I grade removed from the student's transcript only if the student completes the remaining course work as specified on the I Grade Information Form, in a manner satisfactory to the instructor. The work must be completed within 12 months after the I grade is assigned and prior to the student's graduation, or within a shorter period of time if specified by the instructor on the I Grade Information Form. If the student fails to complete the course work, the instructor may change the I grade to any appropriate grade (including D, F, or U) provided that the instructor stated that this would occur on the I Grade Information Form.
4. I grades can be removed from the student's transcript by the instructor only during the 12-month period following assignment of the I grade or prior to the student's graduation, whichever comes first. To remove an I grade, the instructor must complete a Change of Grade the I Grade Information Form the steps necessary to complete the remaining course work or the instructor may indicate that the student will be required to re-enroll in the course to receive credit (in which case the I grade will not be removed). The student will sign this document or the course dean will send a copy of the document to the student's official permanent address as recorded in the Registrar's Office.
5. The student is entitled to have the I grade removed from the student's transcript only if the student completes the remaining course work as specified on the I Grade Information Form, in a manner satisfactory to the instructor. The work must be completed within 12 months after the I grade is assigned and prior to the student's graduation, or within a shorter period of time if specified by the instructor on the I Grade Information Form. If the student fails to complete the

course work, the instructor may change the I grade to any appropriate grade (including D, F, or U) provided that the instructor stated that this would occur on the I Grade Information Form.

6. I grades can be removed from the student's transcript by the instructor only during the 12-month period following assignment of the I grade or prior to the student's graduation, whichever comes first. To remove an I grade, the instructor must complete a Change of Grade Form and file the form with the Registrar. The instructor may assign whatever grade is appropriate for the entire course. This may include grades of D, F, or U. An I grade not changed by the assigning instructor within 12 months and prior to graduation shall remain an "I" grade thereafter.
7. A student may re-enroll and receive credit for any course for which an I grade was previously received, but retaking the course will not result in a removal of the I grade from the student's transcript.
8. The effect of removing an I grade on a student's academic standing (scholastic warning, probation, or suspension) depends on the date the transaction is officially recorded on the student's academic record. If the transaction is recorded before the student begins another semester, the grade replacing the I is included in the grade-point average calculation that establishes the student's academic standing. If the transaction is recorded after the student begins another semester, the new grade's effect on academic standing is based upon its inclusion with grades for the semester in which the student is enrolled.

Academic Honesty:

Students at New Mexico State University are expected to observe and maintain the highest academic, ethical, and professional standards of conduct. Any student found guilty of academic misconduct shall be subject to disciplinary action. Academic misconduct includes, but is not limited to, the following actions:

1. Cheating or knowingly assisting another student in committing an act of cheating or other forms of academic dishonesty.
2. Plagiarism, which includes, but is not necessarily limited to, submitting examinations, themes, reports, drawings, laboratory notes, undocumented quotations, computer-processed materials, or other material as one's own work when such work has been prepared by another person or copied from another person.
3. Unauthorized possession of examinations, reserve library materials, or laboratory materials.
4. Unauthorized changing of grades on an examination, in an instructor's grade book, or on a grade report; or unauthorized access to academic computer records.

Nondisclosure or misrepresentation in filling out applications or other university records in, or for, academic departments or colleges.

Option A: Creation of a case study

Cover Sheet, Reference Information: Provide a **cover sheet** with your course title, the title of your case, your name, and the date on which you submit the work.

Section 1: Short version of case (Part 1). (should be no more than 100 words). In this brief section you will introduce the case, describing briefly the situation/problem.

Section 2: In this lengthier section, you will describe your case more fully, including and relevant client personal data, description of work and work environment (if relevant and appropriate), family history and current living situation, diet, etc. This is Part 2 – which is given to a study group after its initial discussion of Part 1 info. Once you begin processing cases in this course, this will become clearer to you. (5 percentage points).

Section 3: This material is written for future instructors use only. It includes the following:

- A. What are your objectives for students to learn from your case?
- B. What is the disease condition you are attempting to help them better understand? What is the etiology of this condition?
- C. Cite the relevant literature related to your case, including areas which you anticipate (hope) students will develop during their identification of “learning issues”. (15 percentage points).

Option A (Case Study Development) is worth 20% toward your overall grade in this course.

Option B: Book Review/Critique Instructions (Worth a Total of 20%)

Cover Sheet, Reference Information: Provide a **cover sheet** with your course title, the title of your paper, your name, and the date on which you submit the work. Reference information for book you've read using APA style must be included in this first section of the paper.

Book Review: List the major points of the book in 2-3 paragraphs (written in your own words) and describe how they relate to the content of this course. (10%age points)

Critique and Discussion: Your personal evaluation about the author(s) work. Critique and discussion of the material is your opportunity to synthesize and express your own ideas about the book you've read. Be critical if you believe there are shortcomings about the arguments presented. (5 percentage points)

Conclusion: Represents your culminating portion of the paper. Be CERTAIN to include a description of the importance of the work. Based upon the various views expressed within the book, where does the body of research on this topic stand--naturally in your own opinion. What in your opinion needs to be done next to build upon this work to solidify acceptance of this literature? Are there any other aspects you believe were not addressed by the author that need to be addressed? (5 percentage points).

Total project is worth 20 percentage points.

Submission Instructions (Read Carefully)!

Once completed, submit both through the course assignment icon on the MPH 563 Web-CT homepage AND simultaneously post a copy to all those on the discussion icon on your homepage. Your report must be posted to all your classmates and your course instructor by the deadline date to be provided on the MPH 563 Web-CT course calendar by 11:55 pm on that date to receive consideration for full credit.

STATEMENT FOR *Students with Disabilities*:

If you have (or believe you have) a disability and would benefit from classroom accommodation(s), please contact the Services for Students with Disabilities (SSD) Office located at Garcia Annex [or by telephoning them at 505-646-6840; TTY: 505-646-1918].

If you have a condition that may affect your ability to exit safely from the premises in an emergency or that may cause an emergency during class or when visiting with your course instructor, you are encouraged to discuss any concerns with your instructor.

Student Responsibilities:

1. Register with SSD and obtain accommodation documents early in the semester;
2. Deliver the completed accommodation and testing form(s) to the instructor within the first two weeks of beginning of classes (or within one week of the date services are to commence);
3. Retrieve the signed form(s) from your course faculty and return to SSD within five (5) days of receipt from faculty and at least one week before any scheduled exam; and
4. Contact the SSD Office if the services/accommodations requested are not being provided, not meeting your needs, or if additional accommodations are needed. Do not wait until you receive a failing grade. Retroactive accommodations cannot be considered.

Faculty Responsibilities:

1. Sign the *ACCOMMODATION FOR REQUEST FORM* and the *TESTING ACCOMMODATION FORM* (when presented), retain a copy, and return the original to the student within five (5) working days of receipt;
2. Contact SSD immediately if there any any questions or disputes regarding accommodation(s), disruptive behavior, etc; and
3. Refer the student to SSD for any additional accommodations.

Accommodations: SSD Office, 505-646-6840 (Garcia Annex, Rm 102),
Michael Armendarix.

Discrimination: EEO/AA & Employee Relations, 505-646-3333 (Hadley Hall, Rm 15).

All medical information will be treated confidentially.