

# School of Public Health

## Syllabus and Course Information



UNIVERSITY OF MINNESOTA  
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### PubH 7200 Section 118 Class #88050

### War, Migration and Public Health

### May Term 2017

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<b>Credits:</b>	1.0
<b>Meeting Days/Time:</b>	June 5,6,7 1:00 - 5:00pm June 9 1:00 – 4:00pm
<b>Meeting Place:</b>	Blegen Hall – Room 230
<b>Instructor:</b>	Cheryl Robertson, PhD, MPH, RN Associate Professor; Chair, Population Health and Systems Cooperative Unit
<b>Office Address:</b>	School of Nursing 6-169 Weaver Densford Hall 308 Harvard Street SE Minneapolis, MN 55455
<b>Office Phone:</b>	612-624-5412
<b>E-mail:</b>	<a href="mailto:rober007@umn.edu">rober007@umn.edu</a>
<b>Office Hours:</b>	By Appointment

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#### I. Course Description

Students will analyze the experiences of war, migration, and associated stressors affecting health of refugees. The focus of the course will be on the migration experiences, family and community dynamics, and approaches for healing. Students will develop insight and skills to create innovative community-based interventions to support refugee health.

#### Competencies:

The core competencies identified in the HRSA Council of Linkages model that apply to this course include:

#### 1. Analytic/Assessment Skills Tier 2:

- 1.1 Assesses the health status of populations and their related determinants of health and illness
- 1.2. Describes the characteristics of a population-based health problem
- 1.12 Uses data to address scientific, political, ethical and social public health issues

#### 4. Cultural Competency Skills Tier 2:

- 4.1. Incorporates strategies for interacting with persons from diverse backgrounds
- 4.2. Considers the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services

4.3. Responds to diverse needs that are the result of cultural differences

**5. Community Dimensions of Practice Skills Tier 2:**

5.1. Assesses community linkages and relationships among multiple factors (or determinants) affecting health

**6. Public Health Science Skills Tier 2:**

6.3. Relates public health science skills to the Core Public Health Functions and Ten Essential Services of Public Health

**8. Leadership and Systems Thinking Skills Tier 2:**

8.4. Analyzes internal and external problems that may affect the delivery of Essential Public Health Services

**II. Course Prerequisites**

None

**III. Course Goals and Objectives**

At the end of this course, students will be able to:

- Analyze relationships among pre and post migration stressors and health status for refugees.
- Evaluate strengths and weaknesses of multiple intervention approaches.
- Develop a creative intervention model for a selected issue.

**IV. Methods of Instruction and Work Expectations**

This course combines lectures, case study and individual and group work and a final presentation to meet course objectives.

Participants are expected to:

1. Write daily 2 page assignment (questions given at end of class): (20 points each x 3 = 60 points)
2. Daily small group discussions/case studies, fishbowl interviews, group work (15 points)
3. Final creative intervention presentation (25 points)

Assignments:

1. Read City of Thorns: Nine Lives in the Worlds Largest Refugee Camp. Due Tue, Wed, Friday: 2 page (double spaced) response to question at end of class.
2. Be prepared to lead and participate in group discussion at the beginning of class

**V. Readings**

**Required:**

Lawrence, Ben. City of Thorns: Nine Lives in the World's Largest Refugee Camp. Picador, 2016.

The **optional readings** are available through the UMN Library, which can be accessed through the course Moodle site.

**Access Course Moodle Site**

- go to [www.umn.edu](http://www.umn.edu) click on the "myU" button
- login with your University ID and password
- scroll to your course and click on the Moodle site link

## Optional Readings

1. Brodsky, Welsh, Carrillo, Talwar. Scheibler, Butler (2011). Between synergy and conflict: balancing the processes of organizational and individual resilience in an Afghans women's community. *American Journal of Community Psychology* 47, 217235.
2. Gale, L. (2006). Sustaining relationships across borders: gendered livelihoods and mobility among Sierra Leonean refugees. *Refugee Survey Quarterly*, 25(2), 69-80. (find in google scholar if you must)
3. Grove, N. J., & Zwi, A. B. (2006). Our health and theirs: forced migration, othering, and public health. *Social science & medicine*, 62(8), 1931-1942.
4. Halcon, L., Robertson, C., Monson, K., Jindahl, B., Claypatch, C. (2007). A theoretical framework for using health realization to reduce stress and improve coping in refugee communities. *Journal of Holistic Nursing*, 25(3), 186-194.
5. Kalengayi, Hurtig, Ahlberg (2012). It is a challenge to do it the right way: an interpretive description of caregivers' experiences in caring for migrant patients in Northern Sweden, *BMC Health Services Research* 2012, 12:433 doi:10.1186/1472-6963-12-433
6. Open Society Foundations (2013): Meet the Somalis: [http://www.opensocietyfoundations.org/multimedia/meet-the-somalis?utm\\_source=facebook.com&utm\\_medium=cpc&utm\\_content=anwar&utm\\_campaign=mts\\_ads\\_112013#all](http://www.opensocietyfoundations.org/multimedia/meet-the-somalis?utm_source=facebook.com&utm_medium=cpc&utm_content=anwar&utm_campaign=mts_ads_112013#all)
7. Pavlish, Noor, Brandt (2010). Somali immigrant women and the American health care system: Discordant beliefs, divergent expectations, and silent worries. *Social Science & Medicine*, 71(2), 353–361. <http://dx.doi.org/10.1016/j.socscimed.2010.04.010>
8. Pollack, C. E. (2003). Burial at Srebrenica: linking place and trauma. *Social science & medicine*, 56(4), 793-801
9. Robertson, C., Hoffman, S. (2014). Conflict and forced displacement: human migration, human rights, and the science of health. *Nursing Research*, 63(5), 307-308. Doi: 10.1097/NNR.
10. Robertson, C., Duckett, L. (2007). Mothering during war and post-war in Bosnia. *Journal of Family Nursing*, 13(4),461-483.
11. Rousseau, C. C., Rufagari, M. C., Bagilishya, D., & Measham, T. (2004). Remaking family life: strategies for re-establishing continuity among Congolese refugees during the family reunification process. *Social science & medicine*, 59(5), 1095-1108.
12. Rosbrook, B., & Schweitzer, R. D. (2010). The meaning of home for Karen and Chin refugees from Burma: An interpretative phenomenological approach. *European Journal of Psychotherapy and Counseling*, 12, 159-172.
13. Shannon, P.J. Wieling, L., Becher, E., Simmelink-McCleary, J. (2014). Exploring the mental health effects of political trauma with newly arrived refugees. *Qualitative Health Research*. Published on-line first: Sept 2. doi:10.1177/1049732314549475
14. Shannon, P.J. (2014). Refugees' advice to physicians: how to ask about mental health. *Family Practice*. Published on-line first: may 12. doi:10.1093/fampra/cmu017

15. Stepakoff, S., Hubbard, J., Katoh, M., Falk, E., Mikulu, J. B., Nkhoma, P., et al. (2006). Trauma healing in refugee camps in Guinea: a psychosocial program for Liberian and Sierra Leonean survivors of torture and war. *American Psychologist*, 61(8), 921-932.
16. Summerfield, D. Global mental health is an oxymoron and medical imperialism, *BMJ* 2013;346:f3509 doi: 10.1136/bmj.f3509 (Published 31 May 2013) Page 2
17. Trilling, Daniel. The world is experiencing the worst refugee crisis since World War II, *New Republic* December 19 2014  
<http://www.newrepublic.com/article/120553/refugee-crisis-calais-example-world-wide-problem>
18. Yun, K., Mohamed, Z., Kiss, L., Annamalai, A., Zimmerman, C. (2015) History of persecution and health outcomes among U.S. refugees. *Journal of Immigrant and Minority Health* (DOI 10.1007/s10903-015-0176-2).

## VI. Course Outline/Weekly Schedule

DATE	DISCUSSION	OPTIONAL READINGS	READ/DO
<b>Day 1: The story</b>	War & displacement	Robertson 2014 Trilling 2014	City of Thorns: Part 1
	Climate, ecohealth and conflict		
<b>Day 2: Grief and loss</b>	In transit	Gale 2006 Pollack 2003 Robertson 2007	Ebola Role Play Turn in 2 pager
	Resettlement stressors	Grove 2006 Rosbrock 2010	Part 2
	Family dynamics; changing roles	Rousseau 2004 Meet the Somalis 2014	
<b>Day 3: Healing</b>	PTSD, other anxiety, depression	Shannon et al. 2014 Yun 2015 Summerfield 2013	Part 3 Turn in 2 pager
	Models of Healing: From Clinic to Community	Halcon 2007 Robertson 2016	
Day 4:	Student Presentations		Part 4 Presentations Turn in 2 pager

## VII. Evaluation and Grading

The course will be graded on a scale of 100 points

Participants are expected to:

4. Submit three 2 page response papers to questions about the text. Turn in on T, W, F: (20 points each x3 = 60 points)
5. Participate in daily small group discussions/case studies (15 points)
6. Final creative intervention presentation (25 points)

This is a very short course. Therefore assignments must be turned in on their due dates. Late assignments will not be accepted. Daily attendance is mandatory.

This course is offered A/F or S/N

- **A/F letter grade will be determined by total effort as follows.**
- **S Represents achievement that is satisfactory, which is equivalent to a C- or better.**

A	4.000 (94-100 points/percent) Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667 (90-93 points/percent)
B+	3.333 (87-89 points/percent)
B	3.000 (83-86 points/percent) Represents achievement that is significantly above the level necessary to meet course requirement
B-	2.667 (80-82 points/percent)
C+	2.333 (77-79 points/percent)
C	2.000 (73-76 points/percent) Represents achievement that meets the course requirements in every respect
C-	1.667 (70-72 points/percent)
D+	65-69 (points/percent) 1.333
D	1.000 (60-64 points/percent) Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
F	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.
S	Represents achievement that is satisfactory, which is equivalent to a C- or better.

**For additional information, please refer to:**

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

**Course Evaluation**

The SPH will collect student course evaluations electronically using a software system called CoursEval: [www.sph.umn.edu/courseval](http://www.sph.umn.edu/courseval). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

**Incomplete Contracts**

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades).

**University of Minnesota Uniform Grading and Transcript Policy** - A link to the policy can be found at [onestop.umn.edu](http://onestop.umn.edu).

## VIII. Other Course Information and Policies

### **Grade Option Change** (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at [onestop.umn.edu](http://onestop.umn.edu). **The grading option for Public Health Institute courses may not be changed after the second day of class for 4-day courses. Grading options for 2 day courses may not be changed after the first day class.**

### **Course Withdrawal**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://onestop.umn.edu) for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

### **Student Conduct Code**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

### **Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Scholastic Dishonesty**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to

your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

### **Makeup Work for Legitimate Absences**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

### **Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

### **Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

### **Disability Accommodations**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

### **Mental Health and Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

### **The Office of Student Affairs at the University of Minnesota**

The Office for Student Affairs provides services, programs, and facilities that advance student success,

inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development–Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

**Academic Freedom and Responsibility: for courses that do not involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

**OR:**

**Academic Freedom and Responsibility, for courses that involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".