

UCSD Global Health Minor Field Experiences

Academic Programs International (API)



Academic Programs International (API) is an educational organization dedicated to providing challenging and enriching study abroad programs for our students since 1997. All of our academic and extracurricular offerings are selected with the goal of helping students grow more self-aware and culturally sensitive. API is committed to providing the best comprehensive study abroad experience possible with personal attention available to our students throughout his or her program, and to working closely with home universities to offer support before, during, and after the education abroad experience.

Prospective API programs and locations for credit-bearing healthcare internships include:

- **Dublin, Ireland: University College Dublin**
 - An 8-week program which consists of a 6-week internship in health services
 - Students work directly with patients
 - Includes on-site orientation, training and supervision by internship agency
 - 3 U.S. credits
- **London, England: University College London**
 - Administrative internships in healthcare agencies
 - Includes on-site orientation, training and supervision by agency
 - 4 U.S. credits
- **San Joaquín de Flores, Costa Rica: Instituto de San Joaquín de Flores**
 - Placements in local hospitals, clinics or agencies working with and observing healthcare professionals
 - Includes on-site orientation, training and supervision
 - 6 U.S. credits

For more information see: <http://www.academicintl.com/>

*Please contact API for program prices and additional details via email at julie@academicintl.com or by phone at 800-844-4124.

American Institute for Foreign Study (AIFS)

One options is the AIFS program in **Stellenbosch, South Africa**. We offer a Service Learning Certificate Program that is comprised of a 9-semester credit course on Service Learning in Community Development, plus two 3-credit modules (one elective course and one language). During the service learning course, students attend class for 6-7 hours and do 8-10 hours of community service per week for fourteen weeks. Site placements include HIV and AIDS prevention centers, nursing at a local hospital, and youth programs. However, there is no guarantee that the student will receive a health care placement. More details can be found on our website at:

<http://www.aifsabroad.com/southafrica/stellenbosch/year1011/servicelearning.asp>

Another option is the AIFS program in **Costa Rica**. We would be delighted to participate in UCSD's Global Health Minor Field Experience. Our experience in structuring the Health Sciences Summer program has prepared us to be able to provide valuable information and experiential learning in the fields mentioned by the GHC's program.

Completing over 100 hours in 5 weeks is absolutely no problem since we could also add a Spanish for Health Professionals component so they can get basic communication skills to work with the HUGE Latin-American descent population in California.

We will be able to visit one or two of Costa Rica's rural EBAIS (Basic Teams and Clinics for Assistance in Health services in primary attention), we can also visit a private hospital and if the group is small enough or we segment it we can visit a public hospital and our state mental hospital.

Since these students would be undergraduate and not medical students yet we could try to structure groups of two students to work with health professionals or we could even organize Preventive Health fairs in several communities to do some general checkups (their Basic Spanish for Health Professionals would start becoming handy).

For more information see: http://www.aifs.com/study_abroad.asp

Arcadia University

The College of Global Studies of Arcadia University is one of the largest and most respected campus study abroad programs in the nation. The College serves students from Arcadia University and more than 300 U.S. colleges and universities and offers semester, year and summer programs and more.

All of Arcadia's summer internships essentially follow the same model with the exception of the internship program in South Africa in Social Entrepreneurship and the internship in Toledo, Spain. The internships are worth six credits: 3 credits for the internship plus research project and 3 credits for a course that supports the internship and research project. Students will intern 3 days a week for six weeks for about 125 hours of experience.

We can place students in almost any venue and experience. Students are required to submit an application, a transcript, a resume and a proposal for the type of experience they want to have and which best meets their academic and service/professional goals. Our internships, no matter where they take place in the world depend upon a collaboration between the students and ourselves as to the relevant types of experiences we find to fit their objections. We do not say to a student -- You can work with Australian Red Cross specifically. Rather, we would say to the student, please share your resume, transcript, and a statement of purpose as to the types of field experiences you hope to gain. If a student says, I am interested in global relief efforts as they apply to emergencies -- then we would go to work to find that appropriate placement and opportunity for the student. The reason for this is that we don't want students to seek out specific placements but rather to seek specific types of experiences. Very often students will want to be placed in a setting that where there is high 'brand name' recognition but where they may not necessarily have access to the types of professional experiences they seek. This tends to work very well, helping the student think seriously about what they want to do and what they want to accomplish.

Here is the link to our Health Sciences main page at Arcadia University
<http://www.arcadia.edu/academic/default.aspx?id=24992>

We also offer a minor in Global Health which may be of interest to you as

well <http://www.arcadia.edu/academic/default.aspx?id=18266>

Below, I am listing just some of the possibilities but really there are many more types of placements.

AUSTRALIA

Below is a list of just some of the possibilities for field placement in Australia. Here is a link to the basic description of the summer internship offering in Australia <http://www.arcadia.edu/abroad/default.aspx?id=18746>

1. Opportunity International Australia: they manage the micro finance schemes in SE Asia from their Australian office. Patrick Franklyn (our internship coordinator) is officially an ambassador for this group now as he is involved at the fund raising level. Typically the loans go towards groups of women who begin small businesses with them (e.g. shoe making, or bike tire mending etc) and they have a 98% pay back success rate. OI, deal with entrepreneurs across Australia raising awareness and funds for this. They are linked in with various entrepreneurial networks around Sydney (Women's business networks, entrepreneur networks etc). If the intern was to join in a one or two week 'immersion' trip (these run from time to time) to India, Philippines or somewhere else in the SE Asian region ... they would get the 'direct contact with clients'. It is not impossible that we could work something out)

2. Sydney Sexual Health Clinic: this is part of Sydney Hospital and is by no means an easy internship to secure, but we have had two interns there in previous years.

3. Amnesty International: we currently have an intern in the Crisis Response department of Amnesty. Currently they are dealing with Burma/Myanmar issues. We have also had several interns in the Refugees Support department there as well. Interns have had direct contact with clients in the Refugees Support department.

4. Edmund Rice Centre: a social justice and advocacy group that have had many of our interns over the last eight years. They conduct their own 'immersion' trips into some Indigenous communities and there are

opportunities to look at the health delivery systems in these communities among other possibilities.

5. Jewish Care: We have had regular interns placed here who work with the Big Brother Big Sister program. Our current intern is involved in this program as well as working with the counseling of drug addicts. The organization gives our interns fantastic support and exposure.

6. Tranby Aboriginal Cooperative: the oldest Aboriginal adult education facility in Australia. They have had many of our interns there in the past involved in a variety of things. It is likely we could get an intern involved in Indigenous health related curriculum research.

7. World Vision Australia --- They deal with micro finance schemes, in addition to emergency aid - particularly due to climate change/ environmental health (now the number 1 'need' of emergency funding).

LONDON, ENGLAND

In the UK we have a wide range of placements for students and again, the sky is the limit in terms of the possibilities for students field work placements. Typically, placements related to health in the UK have tended to be in the areas of counseling and psychiatric practice. Students have also worked in a range of social and family service agencies including family counseling, rape and suicide centers, public health initiatives, etc. In addition, we have several places for student interns in Parliament and students can work with Members of Parliament who are assigned to public policy issues related to health and health delivery and socialized medicine etc. Here is the link to relevant information on our website: <http://www.arcadia.edu/abroad/default.aspx?id=6984>

While this may not meet your criteria I did want to mention the option at University College London. They have a program called the UCL Global Citizenship program and you can find information here:

<http://www.ucl.ac.uk/prospective-students/international-students/study-abroad/overseas-students-at-ucl/sag/studying/subjects/GZ>

The above is a combination of an academic program and an internship offered through the department of Anthropology and Science and Technology Studies. Courses can be supplemented with selections from the International Health and Development department as well as the excellent UCL bioscience offerings. I believe the internship/field-based opportunity is for full year students only and may not meet your requirements but wanted to draw your attention to it anyway.

SOUTH AFRICA

Our newest summer offering (beginning summer 2011) is in South Africa. It is a Social Entrepreneurship internship program, which runs for six weeks in the summer. The general summer program is described at:<http://www.arcadia.edu/abroad/default.aspx?id=28216> Because this program has yet to run what we have listed below are possibilities from our South Africa office:

I am currently working on establishing new partnerships with some local NGO's, as well as furthering existing partnerships that we have for the internship program. Currently we partner with an organization called Ubuntu, dealing with HIV/Aids orphans and children in Khayelitsha. This internship would involve some health care work, as well as other social development aspects and general child care, as well as HIV/Aids specific issues. SHAWCO Health is a further option focusing on our mobile clinics and waiting room education. I am more than happy to approach other organizations dealing with health care as well. If there are other options that UCSD would like to suggest for their students we would be happy to explore these for students.

TOLEDO, SPAIN

In Toledo Spain, we offer both a semester and summer internship opportunity, both of which would fit your criteria for number of hours etc. Specifically, we have placed students at the National Hospital for Paraplegics and the Spanish Red Cross. Students would need to have Spanish at the upper division level. <http://www.arcadia.edu/abroad/default.aspx?id=7194>

IRELAND

We offer internships in Ireland through the Institute for Public Administration. Students can provide us with a field proposal request for a variety of placements.

<http://www.arcadia.edu/abroad/default.aspx?id=29482>

SEMESTER PROGRAMS

The internship programs in each country described above with the exception of South Africa are offered on a semester basis for 16 credits. They include additional course work and a longer internship experience. <http://www.arcadia.edu/abroad/default.aspx?id=6995>

Australearn, Asialearn, Eurolearn

Global Health Minor – Field & Classroom Options Abroad

Introduction & Overview

Based just outside of Denver Colorado, GlobalLinks Learning Abroad has over 20 years of experience working within the field of international education serving both students and advisors across the US and Canada. As a leader in the field, known for high quality, full-service programs with excellent value, GlobalLinks Learning Abroad can help you achieve your education abroad program goals.

Our three key programs, [AustraLearn](#), [AsiaLearn](#) and [EuroLearn](#), utilize a unique 4-point philosophy to manage your students' study abroad experience. It is through these points that we provide you the personalized support you need to achieve your study abroad goals.

- Personal Program Selection and Planning
- Orientation and Preparation
- Cultural Integration – Living and Learning Abroad
- Reflection and Application of the Experience

Students can apply to study abroad at any of our 45+ program sites worldwide. Semester/Year programs are direct-entry opportunities at well-known universities, while our short term programs and field-based internships are managed and hosted by partners both locally and abroad.

Aside from direct-entry academic curriculum, or through faculty-led curriculum on short-term programs, we provide a comprehensive full service program with outstanding student support from the time of application to the return home. Special features of the GlobalLinks Learning Abroad education abroad programs include:

- Dedicated staff counselors for each student and family
- The MyLearn online learning and enrollment program

- The Global Identity credit-bearing program component for longer term (semester/year) programs
- On-site Bridging Cultures Programs and cultural integration experiences
- Guaranteed housing
- Academic support abroad
- Beyond Study Abroad workshops at program conclusion and alumni enriching experience called EnCompass.

For additional information see: <http://www.australearn.org/>

Summary of Options (4) for UCSD Global Health Minor

1. Custom-Designed Short Course (Fiji & New Zealand)

We are the local, on-site experts in our destinations, and we can design and implement a short-term program at typically less cost, and significantly less hassle, than you can do on your own from a distance. With a custom course you can:

- Develop the academic content in consultation with UCSD faculty who will teach the course.
- Determine the course credit for your students and those outside UCSD.
- Offer professional development throughout a department by utilizing faculty as course leaders.
- Set the program dates and duration to those that suit UCSD the best.
- Request the places and events you want the group to see or experience.
- Specify the type of housing and meal options best suited to your students.
- Decide the way you want to administer the program with or without assistance from the North American office of GlobaLinks Learning Abroad.

Having administered over 100 customized short programs in the past few years, GlobaLinks Learning Abroad and our experienced on-site Resident Directors are certain to make your program the most affordable, safe and amazing experience for UCSD faculty & students.

2. Custom Field-Based Internships (Australia & New Zealand)

Our internship programs are comprehensive opportunities designed like all other GlobaLinks Learning Abroad programs with a selection of the right partners and internship sites, full time staff support, on-site Resident Directors, and a well-planned orientation and preparation program.

In this case, we will create a specific, customized internship program, for your Global Health students. We are equipped to work with you to design a set of placements suited specifically for your needs, host your students privately on arrival, and integrate your faculty into the overall program as needed. These programs can be designed to work with any number of students, from 1 to 100. Overall, custom designed internship programs are a way to build your own study abroad programs overseas by utilizing GlobaLinks Learning Abroad as your local arrangements coordinator.

3. Curriculum Integration Partnership with the University of Queensland (Australia)

Curriculum Integration Partnerships are perfect for situations like the one at UC San Diego, where you may be looking for multiple options for your students in a specific academic area – in this case Global Health. *In short, we take the enormity of the overseas host university curriculum offerings and match them to your particular needs.* We will provide you with course descriptions, a host university overview, and a multitude of other necessary details to enable you to engage your faculty and students in the program. All other services of our programs

remain intact, from application management to guaranteed on-site housing and care.

4. Research Abroad Programs through EuroScholars

The EuroScholars program, a collection of internationally renowned European Research Universities, is designed for advanced undergraduate students looking for an international research experience. In this program, students will undertake one or two subjects in the classroom and then work under the direct supervision of professors and other academic staff on a specific academic research project chosen by both the student and faculty. EuroScholars is a once in a lifetime opportunity for a student to become familiar with the European academic culture and to investigate their potential in a future research career while enjoying the value of study abroad.

Next Steps and GlobaLinks Learning Abroad Contacts

We are confident the program options we have researched and selected for the UCSD Global Health Minor project will meet all or most of your needs. Please be aware there may be other program choices available and we would be happy to do further research, as well as provide more detailed program information for any of the options presented in this proposal.

We look forward to your response. Your contacts for this project at GlobaLinks are:

- Zac Einerson – Regional Director for California – zeinerson@globalinksabroad.org
- Eric Anderson – Manager, Institutional Relations – eanderson@globalinksabroad.org
- Steve Luther – Manager of Faculty and Academic Outreach - sluther@globalinksabroad.org

You may contact any of one us to discuss the project and outline next steps. We look forward to this potential partnership.



Global Health Internship Options

Overview

Internships in Global Health are available through CAPA International Education every fall, spring, and summer in London and Sydney. These programs run for fourteen weeks in the fall and spring and six weeks in the summer. Because CAPA works on a semester schedule, UC San Diego students can generally only enroll in the fall session (early September to mid-December) or the second summer session (early July to mid-August). Students enrolling in the fall can receive up to six credits from the University of Minnesota for their placement; summer students will receive three credits. In both scenarios students intern about twenty hours per week. To receive credits the students will need to take the “London through Internships” or “Sydney through Internships” course. The syllabi for these courses can be found at www.capa.org.

The CAPA Programs in London and Sydney include accommodation, meals or meal stipend, public transportation pass, arrival and departure events, in-country orientation, and medical and travel insurance. There is an on-site Resident Director who oversees health and safety, and the RD and his or her team are on-call 24-hours a day.

All students will also have access to CAPA’s My Education program, a rich and varied calendar of activities, events, lectures, walking tours, and volunteer opportunities. My Education offers students an opportunity to dig below the surface of culture, to become an informed participant in the diverse and vibrant culture of the city.

Sample London Options

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| <p>Alone in London</p> | <p>Alone in London is a charity that enables vulnerable young people under the age of 26 to make positive decisions about their lives. The intern will be working with the outreach team challenging the underlying causes of homelessness.</p> |
| <p>Anna Freud Centre</p> | <p>Anna Freud is a leading worldwide centre for Child psychotherapy dedicated to the well-being of children and their families. To help children and their families with emotional difficulties, they offer a range of services including family support, parent-toddler groups and intensive psychotherapy.</p> |
| <p>Bayswater Families</p> | <p>The Bayswater Families Centre provides services for homeless families and vulnerable single people living in bed and breakfast hotels and temporary accommodation in the Bayswater and Paddington area.</p> |

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| <p style="text-align: center;">Baytree Centre</p> | <p>The Baytree Centre aims to meet the needs of the local community by offering a range of training opportunities, youth activities, mentoring, and support. The Baytree Centre Youth Service aims to help as many local girls as possible to achieve both their personal and academic potential. We offer a wide range of activities designed to foster self-confidence, dedication, and the development of the whole person.</p> |
| <p style="text-align: center;">Institute of Psychiatry</p> | <p>The Institute of Psychiatry provides post-graduate education and carries out research in psychiatry, psychology, and allied disciplines, including basic and clinical neurosciences. The Institute is world renowned for the quality of its research and it became a school of King's College in August 1997.</p> |
| <p style="text-align: center;">King's College Hospital</p> | <p>Kings College Hospital - NHS Trust provide important local, regional, national and international services as well as training and education for medical, nursing and dental students. Kings is also a significant research Centre. Previous placements include Accident and Emergency, the Liver Transplant Unit, Nutrition, Pharmacy, and Orthopedics.</p> |
| <p style="text-align: center;">Monroe Young Families</p> | <p>The Monroe Family Centre is an outreach service of the child and family department of the Tavistock Clinic. It is a free service. Opportunities exist for interns to do administrative tasks, working with families, and looking after children. There will also be some contact with the local Social Services Department.</p> |
| <p style="text-align: center;">Prisoners Abroad</p> | <p>Prisoners Abroad exists to safeguard the welfare and basic human rights of British citizens detained abroad and alleviate the isolation and deprivation experienced by both prisoners abroad and their families in the UK.. Interns have been able to assist with various projects including assisting with casework, researching foreign legal and penal systems, liaising with lawyers and other external agencies.</p> |
| <p style="text-align: center;">Reprieve</p> | <p>Reprieve is a UK charity that fights for the lives of people facing the death penalty and other human rights violations. Reprieve focuses on the cases of the innocent, people who are mentally ill or learning disabled, women, racial and ethnic minorities, all those unjustly on death row and those detained out of reach of the law in the 'war on terror'. Interns are given the opportunity to be directly involved with casework, monitor media coverage of related issues, conduct legal research and work on petitions.</p> |

Sample Sydney Options

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| Abbots Vascular | Abbot is a global, broad-based health care company devoted to discovering new medicines, new technologies and new ways to manage health. Their business spans the continuum of care, offering nutritional, pharmaceutical and diabetes care products, as well as vascular devices and laboratory diagnostics. |
| ACON | HEALTH CARE / PROMOTION / RESEARCH: ACON promote the health and wellbeing of NSW's gay, lesbian, bisexual and transgender (GLBT) community. They also provide information, support and advocacy for people living with HIV or at risk of acquiring HIV, including sex workers and people who use drugs. ACON is a community-based non-government organization, meaning their work is done in the community, for the community and by members of the community |
| Australian Red Cross Blood Service | Before the Blood Service came into formal existence in 1996, the collection, processing and distribution of blood products throughout the country's health system was managed by individual State and Territory Red Cross Transfusion Services. The establishment of a national blood service has facilitated new levels of national and international co-operation, resulting in improved consistency, quality and safety across Australia. |
| Asylum Seekers Centre | Established in 1993, the Asylum Seekers Centre of New South Wales (ASC) is an independent, not-for-profit, non-government organization providing a welcoming environment and front-line support for community-based asylum seekers living in greater metropolitan Sydney. |
| Birthing Rites | PREGNANCY / WOMEN'S HEALTH / PATIENT CARE: Birthing Rites Australia is today acknowledged as a leading provider of the highest quality pregnancy education and counseling in the field of childbirth and parenting education, offering four different types of prenatal classes, parenting support classes, childbirth education courses, post natal yoga and a vast array of support services. They also run a full-time counseling service for individuals and families. |
| Centre for Infectious Disease and Microbiology | MEDICAL / BIOLOGICAL RESEARCH: The CIDM was established in 1992 as a Centre of Excellence for the provision of clinical and laboratory services, and to offer internationally competitive educational and research programs, in Infectious Diseases and Microbiology. It comprises CIDM Clinical Services, CIDM Laboratory Services and CIDM Research Laboratories. |

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| <p align="center">Corporate Bodies</p> | <p>HEALTH AND BUSINESS MANAGEMENT / NUTRITION: Corporate Bodies International is a truly national company, and is one of the leading providers of health and lifestyle programs in Australia and the Pacific Region. Owned and managed by qualified health professionals, CBI services many areas of the community, including blue and white collar industries, individuals, schools and community groups</p> |
| <p align="center">Jean's Place</p> | <p>Jean's place is a refuge providing crisis accommodation and services. It operates within the NSW Women's Refuge Movement providing temporary accommodation for women and children escaping domestic violence.</p> |
| <p align="center">Leichhardt Women's Community Health Centre</p> | <p>Leichhardt Women's Community Health Centre is a non-government, community based organization which provides an extensive range of medical and complementary health services to over 10,000 women a year living in Sydney's inner western suburbs.</p> |
| <p align="center">Mental Health Association of NSW</p> | <p>MHA NSW provides information, support and education to those people who are affected by the symptoms of mental illness, whether they be a consumer, partner, friend, or concerned citizen. They advocate for systemic change to improve the lives of consumers and carers. They promote evidence-based practices in the community that are designed to elicit a lifestyle that encompasses mental, emotional, physical and spiritual wellbeing for everyone, but especially for the people of NSW.</p> |
| <p align="center">UnitingCare Ageing</p> | <p>UnitingCare Ageing is responsible for the Uniting Church's ministry for older people, particularly those who are disadvantaged, vulnerable and isolated. With around 14,000 people in their care, UnitingCare Ageing is the single largest provider of aged care services in New South Wales and the ACT.</p> |
| <p align="center">Women's Space (At Hope Street)</p> | <p>At the Women's Space, women in the sex industry are offered a safe place to relax, be refreshed and be themselves. Women can discuss issues affecting them, including the possibility of leaving the sex industry, accessing suitable housing, health and spiritual concerns. The drop-in centre is open each day during the week and outreach on the streets puts Women's Space in touch with new women all the time. Through this contact they try to develop friendships and often end up helping women with legal issues, housing, and drug rehabilitation</p> |

CEA

While I'd have to say that at this point we do not offer any field experience components that are as fully developed as the structure outlined below, a couple of our programs did come to mind:

In San Jose, Costa Rica, our program director often facilitates volunteer placements at local orphanages. This is a non-credit option, and the hours of participation could probably be negotiated. Students attending any of our semester or summer programs in Costa Rica can participate:

http://www.gowithcea.com/programs/costa_rica/san_jose/student_life/immersion.html

In Port Elizabeth, South Africa, CEA offers a summer program focused on Community Service Learning. This program is credit-bearing and provides students with the opportunity to develop global citizenship skills through volunteer work. Further details can be found here:

http://www.gowithcea.com/programs/south_africa/port_elizabeth/2907/academics.html

CIEE Programs: UCSD- Global Health Minor Field Experience

About CIEE

Our organization, our work, our future

The CIEE mission is one shared by many in international education: "to help people gain understanding, acquire knowledge, and develop skills for living in a globally interdependent and culturally diverse world." To fulfill that mission, CIEE provides both outbound international education experiences for university students, faculty, and administrators, and study, work, and internship opportunities for people coming into the U.S.

CIEE labors on three fronts:

Programs

Creating and administering programs that allow U.S. college and university students and educators to study and teach abroad, and international students and professionals to study and work in the U.S. Since 1947, when senators and scholars searched for ways to increase international understanding and establish trust between nations in the post-war world, CIEE programs have been part of the answer.

Advocacy

Supporting initiatives, viewpoints, and policies that are conducive to advancing international education

and exchange. We champion the cause by lobbying government officials, collaborating with other advocacy groups, and raising public awareness.

Knowledge

Promoting the advancement of understanding among educators in the field through CIEE-funded research projects, international faculty development seminars, the CIEE annual conference, and a variety of publications.

Expansive globalization has made student exchange more relevant than ever. An international exchange of ideas, beliefs, and experiences is critical not only for competitive advantage, but also for compassionate understanding. Growing the next generation of leaders who can adapt quickly to changing realities is possible through exchange programs, which is why CIEE works with its membership to shape the future of international exchange.

CIEE Programs: UCSD- Global Health Minor Field Experience

Service Learning Programs:

Cape Town, South Africa- Service Learning Program- FIELD EXPERIENCE – FOR CREDIT

Santiago, DR- Service Learning Program- FIELD EXPERIENCE – FOR CREDIT

***Dublin, Ireland** - Service Learning Program- FIELD EXPERIENCE – FOR CREDIT

Public Health Programs

Gaborone, Botswana- Community Public Health- FIELD EXPERIENCE- FOR CREDIT

Khon Kaen, Thailand- Public Health- FIELD EXPERIENCE- FOR CREDIT

Other Programs

Legon, Ghana- Arts and Sciences- Development Track- FIELD EXPERIENCE- FOR CREDIT

Buenos Aires, Argentina-Liberal Arts- Seminar on Community Service and Volunteerism class -75 field hours (students would need to be responsible for additional 25 hours of field work)

Most CIEE programs have some form of volunteer opportunities available to participants. If a student is interested in a specific program, they can email CIEE to determine whether or not volunteer opportunities in the health sector exist at that site and if 100 hours could be obtained. Students would have to self-report and be committed as CIEE would not be able to monitor volunteer projects.

Service Learning Programs:

[Cape Town- Service Learning Program](#)

Required CIEE Core Courses

CMBL 3001 CTSL

Community Partnership: Theory and Engagement

The theoretical portion of this course offers an introduction to different schools of thought regarding leadership in community service. The practical portion of the course provides students the opportunity to work with a community-based organization, in an already-existing program or project offered by the community organization,

in areas of health, education, development, business, and community organization. When the theoretical and practical portions are combined together, this course offers students an opportunity to act and reflect about the realities and challenges of community service and to participate alongside the principle social agents in a community environment. Contact hours: 15 hours (class), **90 hours (service)**. Recommended credit: 3 semester/4.5 quarter hours.

AFST 3002 CTSL/DEVE 3001 CTSL

Poverty and Development: Cape Town Case Study

Using Cape Town as a case study, this course explores relevant socioeconomic issues impacting the local communities and/or specific demographic groups. Students discuss readings and analyze the ramifications of global issues on the local context. The learning in this course provides a foundation from which students have a broader understanding of the issues facing local non-governmental organizations, including their field placement site. Contact hours: 45. Recommended credit: 3 semester/4.5 quarter hours.

INDE 3004 CTSL

Independent Research and Capstone Project

This course is designed to challenge students to bridge and to draw upon the knowledge they have obtained through coursework and practical experiences as community advocates in a relevant action-based project. While the Community Partnership course places students in existing community-based initiatives for a meaningful service experience, this course is designed to be a new project or a new extension of an existing project that complements the student's service practicum. It is a two-part course that requires students to develop an investigation and project based upon a demonstrated community-identified need, to design and complete a full project proposal for approval by a service-learning committee, and to complete the project by the end of the semester. The goals of this course are two-fold: to demonstrate and apply what has been learned throughout the program; and to reflect on the learning and to collaborate with the organization in which the student's service was performed. In this way, the capstone project becomes symbolic of the benefits for the constituents, including the student, the program, the service organization, and ultimately the communities. As the capstone project is tied to the service practicum in which the student is engaged, the community diagnostic, data collection, and the final product itself is fully integrated into the service experience. CIEE is committed to ensuring that the final product itself would be left as a legacy and/or resource to our community partners, which will help foster a collaborative project history. All work completed in this course fulfills the service-learning core principles of engagement, reflection, reciprocity, and public dissemination. Contact hours: 30 hours (class)/**120 hours (service)**. Recommended credit: 4 semester/6 quarter hours.

Sample Projects by Past Participants:

- Training for Tomorrow's Youth: Design of a Volunteer Training Workshop/Curriculum for a Youth Advocacy NGO
- Effective Strategies for NGO Fundraising in Cape Town
- A History of Baphumalele Children's Home
- Marketing the Mobile Clinic: A Case Study of SHAWCO Mobile Health Services
- Analysis of Public-Private Partnerships in the NGO Sector: The Case of the Student Tutoring and Education Project (STEP)
- Measuring the Effects of Self-Esteem Workshops at Vroue Groei Saam

SOCI 3002 CTSL

Social Research Methods

The skills learned in this course provide a foundation from which students interact and collaborate with their community partners. The course complements the other courses in the Service-Learning program by providing students the necessary knowledge and skills to effectively and ethically propose and carry out a research and service-learning capstone project. This course introduces students to methods social scientists use in their research, familiarizing them with both the theoretical foundations of qualitative and quantitative inquiry and the primary methods of data collection and analysis. Particular emphasis is on the application of observation techniques, research ethics, field notes, informant interviewing, and secondary data analysis. Contact hours: 45. Recommended credit: 3 semester/4.5 quarter hours.

This course listing is for informational purposes only and does not constitute a contract between CIEE and any applicant, student, institution, or other party. The courses, as described, may be subject to changes as a result

of ongoing curricular revisions, assignment of lecturers and teaching staff, and program development. Courses may be cancelled due to insufficient enrollment. Syllabi for the CIEE courses listed above are available upon request.

Dominican Republic- Service Learning Program

Community Partnership: Theory and Engagement

The theoretical portion of this course offers an introduction to different schools of thought regarding leadership in community service. The practical portion of the course provides students the opportunity to work with a community-based organization in an already existing program or project that the community organization offers in areas of health, education, development, business, and community organizing. Combined together, this course offers the students an opportunity to act and reflect about the realities and challenges of community service, as well as to participate alongside the principle social agents in the community. The practicum component of the course places students in urban public institutions and local NGOs in the areas of health, education, development, business, and politics. Contact hours: 15 (class) 90 (service). Recommended credit: 3 semester/4.5 quarter hours.

DEVE 3003 DRSL/LAST 3002 DRSL

Poverty and Development: Dominican Republic Case Study

Using the Dominican Republic as a case study, this course explores the theories of poverty and underdevelopment due to both national and international factors. The course gives particular focus on the role that international organizations have played, such as the International Monetary Fund (IMF) and the World Bank, but also examines the role of both local and international non-governmental organizations. Contact hours: 45. Recommended credit: 3 semester/4.5 quarter hours.

SOCI 3003 DRSL

Social Research Methods

This course introduces students to methods social scientists use in their research, familiarizing students with both the theoretical foundations of qualitative and quantitative inquiry and the primary methods of data collection and analysis. Particular emphasis is placed on the application of observation techniques, research ethics, field notes, informant interviewing, and secondary data analysis. Students are required to take an online tutorial on human subjects, consent, and the Institutional Review Board process, which is administered by the Collaborative Institutional Training Initiative (CITI). The skills learned in the course provide a foundation from which students interact and collaborate with their community partners. Furthermore, because this course is taught in Spanish, students learn theoretical and methodological terms in Spanish, which facilitates their interactions with community leaders and the production of their final research paper and project for their Capstone Project. Contact hours: 43. Recommended credit: 3 semester/4.5 quarter hours.

INDE 3004 DRSL

Independent Research and Capstone Project

The Independent Research and Capstone Project is designed to challenge students to bridge and to draw upon the knowledge they have obtained through coursework and practical experiences as community advocates in a relevant action-based project. While the Community Partnership places students in existing community-based initiatives for a meaningful service experience, this course requires students to develop, in coordination with the community, a new project or a new extension of an existing project that complements the student's service practicum. The Independent Research and Capstone Project requires students to develop an investigation and project based upon a demonstrated community-identified need. Students design and complete a full project proposal and complete the project by the end of the semester. The goals of this course are two-fold: to demonstrate and apply what has been learned throughout the program; and to reflect on the learning and to collaborate with the organization in which the student's service was performed. In this way, the project becomes symbolic of the benefits for the constituents, including the student, the program, the service organization, and ultimately the communities. The community diagnostic, data collection, and the final product itself is fully integrated into the service experience. CIEE is committed to ensuring that the final product itself would be left as a legacy and/or resource to our community partners, which will help foster a collaborative project history. All work completed in this course fulfills the service-learning core principles of engagement, reflection, reciprocity, and public dissemination. Contact hours: 30 (class). **120 (service). Recommended credit: 4 semester/6 quarter hours.**

Course Goals

- Students complete a final research paper using appropriate methodology learned in the Social Research Methods course to further investigate a particular issue relevant to the community and to provide context for why the complementary student project was developed.
- Students design and implement a product-based project that meets the community's identified needs and is both tangible and sustainable.
- Students disseminate knowledge and skills generated within the context of the program by way of written report(s) and/or product(s) shared with the community organizations.
- Students actively engage other students in the experiential learning process.
- Students read and critique a wide range of articles and essays written about the motives, values, and outcomes of service-learning and about theories of community development and mobilization.

[Dublin- Service Learning Program](#) - *student should contact CIEE to ensure program can provide field work in health for semester they are applying.

CMBL 3001 IREL

Community Partnership: Theory and Engagement

The theoretical portion of this course offers an introduction to different schools of thought regarding leadership in community service. The practical portion of the course provides students the opportunity to work with a community-based organization in an already-existing program or project that the community organization offers in areas of health, education, development, business, and community organization. Combined together, this course offers the students an opportunity to act and reflect about the realities and challenges of community service and to participate alongside the principle social agents in a community environment. Contact hours: 15 hours (class), **90 hours (service)**. Recommended credit: 3 semester/4.5 quarter hours.

(This class is offered as part of the Service Learning track on the program).

INDE 3001 IREL

Independent Research and Capstone Project

This course is designed to challenge students to bridge and draw upon knowledge they have obtained through coursework and practical experiences as community advocates into a relevant action-based project. While the Community Partnership course places students in existing community-based initiatives for a meaningful service experience, this course requires students to develop, in coordination with the community, a new project or a new extension of an existing project, that is complementary to the student's service practicum. The Independent Research and Capstone Project requires students to complete an independent research paper that informs the development of a capstone project based on demonstrated community-identified need. Students design and complete a full project proposal and complete the project by the end of the semester. The goals of this course are not only to demonstrate and apply what has been learned throughout the program, but also to reflect on the learning and collaborate with the organization where service was performed. In this way, the project becomes symbolic of the benefits for the constituents: the student, the program, the service organization, and ultimately the communities. The community diagnostic, data collection, and the final project itself is fully integrated into the service experience. CIEE is committed to ensuring that the final product itself would be left as a legacy and/or resource to our community partners, which helps foster a collaborative project history. All the work completed in this course is designed to support the service-learning core principles of engagement, reflection, reciprocity, and public dissemination. Contact hours: 30 hours (class), **120 hours (service)**. Recommended credit: 4 semester/6 quarter hours.

Public Health

[Botswana- Community Public Health Program](#)

Public Health

Beginning in fall 2010, CIEE will offer a new Public Health track to semester and academic year students. This track is designed to provide students with a focused look at public and environmental health issues in Botswana. It is based on the popular summer Community Public Health program at the CIEE Study Center at the University of Botswana. Students may only participate in the track for one semester.

Courses include the CIEE Setswana Language and Culture Practicum, the CIEE Core Course: Public and Environmental Health Issues in Botswana, and the CIEE Community Health Practicum. In addition, students must take a University of Botswana Setswana Language course and two University elective courses, one of which must be related to Public or Environmental Health.

Thailand- Public Health Program

Required CIEE Courses

PUBH 3001 THPH

Public Health Management of Thailand

This course takes a multi-disciplinary approach in examining epidemiology; public health and management; theory and conceptual frameworks in public health; global trends of health and disease; control strategies for newly emerging health problems; comparative analysis of health systems based on health insurance schemes; and critical assessment of health care system reform with regards to equity, quality, efficiency, and social accountability. Students examine a number of case studies, with a primary focus on Thailand, but also learn about the public health experience of Laos and other Southeast Asian countries. *Instructors: Dr. Wongsu Laohasriwong, Dr. Peerasak Srireucha, and Dr. Pattara Sanchaisiriya, Faculty of Public Health, Khon Kaen University*

PUBH 3002 THPH

Community Public Health

This course combines classroom instruction and structured group field visits for each unit. The course takes an integrated and multi-disciplinary approach that utilizes theories and practices of the social sciences and public health, with a focus on community health and diseases, the use of various community diagnostic tools and analysis of community health problems, the identification of solutions to community health problems, and project conceptualization. *Instructors: Dr. Wongsu Laohasriwong, Dr. Peerasak Srireucha, and Dr. Pattara Sanchaisiriya, Faculty of Public Health, Khon Kaen University*

The contact hours for the Public Health Management of Thailand and Community Public Health courses are 60 and recommended credit is 4 semester/6 quarter hours.

PUBH 3003 THPH

Public Health Field Practicum

This course may take a variety of forms, depending on opportunities available through the Ministry of Public Health, the Faculty of Public Health at Khon Kaen University, and, to a lesser degree, student interest. Students work in groups, as they are expected to complete a short, yet comprehensive community health project that involves project planning, devising of appropriate diagnostic tools and an intervention plan, a participatory research component, and the designing of an evaluative plan. *Supervisors: Dr. Wongsu Laohasriwong, Dr. Peerasak Srireucha, and Dr. Pattara Sanchaisiriya, Faculty of Public Health, Khon Kaen University* **The Public Health Field Practicum has a minimum of 15 classroom and 120 field contact hours. Recommended credit for this course is 4 semester/6 quarter hours.**

Required CIEE Language Courses

The required language courses have 45 contact hours and recommended credit is 3 semester/4.5 quarter hours per course.

Other options:

Ghana- Arts and Sciences- Development Studies Track

Development Studies- Internship for credit (Contact hours: 135)

Students interested in examining the developmental challenges facing Ghana today can enroll in the Development

Studies track. Participants take the Sociological Foundations for Development Studies seminar course with the integrated internship, Twi Language, and two additional University of Ghana elective courses. Internship placements are available within a variety of local NGOs, schools, clinics, hospitals, and community-based organizations. By combining in-class analysis of Ghanaian culture, history, family issues, politics, health care, and media with field-based practical training in and around Legon, students explore Ghanaian and global perspectives. They also have the opportunity to think critically about the current key perspectives that play a role in social and economic growth in Ghana. Students must pre-register for this track during the application process, and they must submit both a current résumé and a project proposal, so that appropriate internships can be arranged. Enrollment in the Development Studies Track is limited, so interested students are encouraged to apply as early as possible.

[Buenos Aires, Argentina:](#)

Seminar on Community Service and Volunteerism course

The seminar provides students the theoretical framework and specific tools in the development of and participation in their volunteer work. Students study the anthropological, historical, and cultural perspectives on the definitions of volunteerism in Argentina. In addition, students reflect upon these definitions in the context of their own volunteer placement. Contact hours: 20 coursework/75 fieldwork. Credit: 3 semester/4.5 quarter hours. *Instructors: María Nieves Tapia, Daniel Giorgetti, Juan Mallea*

Danish Institute for Study Abroad: Medical Practice and Policy <http://www.dis.dk/Academic2/mpp/index.php>

University of California's Education Abroad Program (EAP)

At the top of the list I would rank the Field Research Program in Mexico as the ideal location for these students. As you may know, following a six-week introductory period in Mexico City during which the students work on language, research methodology and background on Mexican history and politics, each student proceeds to a research site to work closely with a Mexican professor who mentors their research and the preparation of their final papers. We have had students working directly with patients in a clinic in the Yucatán, we have had several who worked with traditional healers to study their interaction with modern medicine, lots working with single mothers and/or teenage mothers, and because the students are free to design their projects in concert with the Study Center Director and the mentor who will oversee their work, there is really no limit to the topics they could research. As with all Region IV programs, the student must have a couple of years of Spanish. But there is no problem with getting the 100 hours, and the students receive full academic credit for their work. This opportunity is only available in the Fall for now.

http://eap.ucop.edu/our_programs/countries/mexico/field_research_mexico_city.shtml

Next would be the immersion program in Chile. That Study Center is extremely active in placing students in internships and thus has many

active working relationships with agencies of all different types in Santiago. We have had students placed in the hospital that is managed by the Catholic University as well as in clinics in poorer neighborhoods. Many of the NGOs that value our student interns are working in these outlying neighborhoods and even if their principal focus is education or housing, there is always an element of unequal access to health care among other things. We also have students who work with the principal women's organizations, and these internships often focus on health issues. Again, students must have Spanish. Again, full academic credit and no problem with the hours. Students can go in either fall or spring (still time to apply for Spring 2011 ;-)

http://eap.ucop.edu/our_programs/countries/chile/immersion_chile_universities.shtm

In Rio de Janeiro, there are volunteer opportunities. Here, we only allow students to involve themselves in social studies in the favelas if they do so under the auspices of our partner, PUC-Rio. In some cases they take a related course at PUC and receive credit for their work. But most of them volunteer without requesting academic credit—thus we are not quite as knowledgeable about the details of their work. However, we know that some students have worked with children whose families have been affected by HIV/AIDS, and given the extremes of inequality, it seems like it would not be difficult to find a way to study health-related consequences. Spanish or Portuguese pre-req, fall or spring.

http://eap.ucop.edu/our_programs/countries/brazil/pontifical_catholic_univ.shtm

EAP Continued: I can offer some capacity at my immersion program at the University of Western Australia. They have a for-credit internship/research program (they call it an 'Arts Practicum' but it is open to all majors) that requires 100 hours and can be done in a single semester, especially if the student sets up a placement as soon as s/he is selected for the Australia program. Here is a blurb and some links. I have highlighted key points in red:

What is the Arts Practicum?

The Arts Practicum is a unique opportunity to mix university study and workplace experience by completing a supervised project that draws on the skills you have learnt through your Arts degree. In a private or public sector workplace, you will work on a project of real value to your host organisation, helped by a supervisor from that organisation.

Arts students who have completed **48 points of Level 1 units** can enrol in the practicum in either semester of the year, or as a more intensive programme over the summer semester. You complete a minimum of 100 hours of work on a discrete project in an organisation, attend two workshops and a debriefing session, and write a report on your placement.

The Arts Practicum is an optional unit, with the same weight (six points) toward your course as any other unit. You can enrol in either [Arts Practicum I \(HUMA2210\)](#) or [Arts Practicum II \(HUMA2211\)](#), but you cannot do both within the same course (unless you are enrolled in Albany).

Arts Practicum I gives you six Level 2 points towards your Arts degree, but will not contribute towards any major. The unit is assessed on a pass or fail basis by the Arts Practicum Coordinator, in conjunction with the recommendations of the placement supervisor.

Arts Practicum II involves doing a project and report that are strongly discipline-related and it is counted towards the relevant discipline major. Arts Practicum II is co-supervised by someone within the placement organisation and an academic supervisor from the relevant discipline at UWA. From 2009 this unit will also be graded on a pass / fail basis.

A variety of organisations have hosted students in the past, ranging from the *West Australian* to the WA Industrial Relations Commission. Check out the [gallery](#) of previous practicum placements or list of host organisations for more information.

More than just another six points, the Arts Practicum will give you a sense of work that is relevant to your future, connecting the world of university study with the workplace. You will apply skills and knowledge from your degree, learn new skills and make valuable workplace connections. Most importantly, you will think explicitly about how your Arts course can be used as the basis for a career of interest to you.

Additional links:

Practicum Website (not laid out well, but they are working on it. Links to the left expand and include the entire application and participation process):
<http://www.practicum.arts.uwa.edu.au/welcome>

Previous host organizations:

http://www.practicum.arts.uwa.edu.au/welcome/current_students/previous_host_organisations

About UWA: <http://www.uwa.edu.au/>

Even if this program does not meet your needs, UWA offers public health courses to exchange students. Those may also be of interest to UCSD students.

Institute for the Education of Students (IES)

The IES Centers in Santiago and Buenos Aires offer internships with healthcare providers. Of course, Santiago's Health Professions focus is the most appropriate. However, a student would have to participate in the Clinical Observation piece and a separate internship in order to meet the required 100 contact hours. The Clinical Observation component consists of a maximum of 60 hours. The Buenos Aires Center does offer internships with hospitals where students are directly involved in the patient intake/registration process, although they rarely observe actual medical treatment. They do have direct contact with professionals.

Although the materials attached are in Spanish, (the internship requires 2 years of college-level Spanish) I hope it is useful. You will find attached, descriptions or contracts, and calendars including a rotation schedule for the Santiago summer internship from past from last summer for your consideration. The Buenos Aires Center does not have any written materials at this point, but still can arrange for internships based on UCSD's criteria.

La Trobe University (Australia) Health Science Internship
<https://www.iesabroad.org/IES/Programs/Australia/Melbourne/Academics/LaTrobeInternships.html>

For more information see: <https://www.iesabroad.org/IES/home.html>

University of Minnesota Learning Abroad Center: MSID in Ecuador Public Health

<http://www.umabroad.umn.edu/programs/AMERICAS/msidEcuador/index.html>

IIEE Passport Public Health Programs

These programs must be reviewed but are potential options for our students.

<http://www.iiepassport.org/webapp/controller/PassportSearchResultsMain?fieldofstudy=407>

Additional options will be included in this list subject to review by the International Center's Programs Abroad Office and the Global Health Minor Steering Committee.