



**NYU**

**COLLEGE OF GLOBAL  
PUBLIC HEALTH**

**GPH-GU 5288**

## **PERSPECTIVES IN MIGRANT HEALTH & HUMAN RIGHTS**

Class Schedule and Location: Online  
Semester and Year: Spring 2017

### **Instructors**

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**Office hours:** face-to-face and online meetings available by appointment

### **COURSE DESCRIPTION**

Perspectives in Migrant Health & Human Right examines the intersection of migration, public health and human rights. Through an online learning environment, students will examine current trends in the field of migrant health and human rights, with a focus on gaining practical skills and engaging in critical self-reflection. The course is also a forum where public health and related practitioners share their professional experiences and insights working with a range of migrant populations. The course will enhance students' abilities to think critically and analytically about current problems and challenges confronting the field, and will complement conceptual and theoretical coursework, emphasizing the processes of implementing migrant health and human rights programming from the perspective of practitioners working in the field.

### **Course Format**

This is an online course with 14 asynchronous lessons and self-directed modules on NYU Classes. NYU Classes will also be used extensively throughout the semester for assignments, announcements, and communication. NYU Classes is accessible through <https://home.nyu.edu/academics>.

### **Prerequisites**

GPH-GH 2140: Global Issues in Social & Behavioral Health

## Course Learning Objectives and Related Competencies and Components

| Learning Objective   | Competency<br>Discipline-specific competencies(DSC)<br>Community International Health (CIH)<br>Global Health (GH)<br>Interdisciplinary/Cross Cutting (ICC)  | Course Component<br>(lesson #, assignment, etc.)   |
|--|---|--|
| 1. Describe current trends in the field of migrant health and human rights.  | <ul style="list-style-type: none"> <li>• CIH: Identify and assess preventable health problems among diverse population groups in the United States and internationally.</li> <li>• CIH: Identify the social, cultural, economic, environmental, and institutional factors that contribute to the risk of health problems among diverse populations.</li> </ul>  | Forum posts; Case Study Analysis Assignments; Practitioner Interview Assignment; Final: Grant Proposal/ Letter of Inquiry; Lessons 1, 2, 5, 8, 11            |
| 2. Articulate the major policy and public health programming issues affecting the health of four key migrant populations: refugees, asylum seekers and internally displaced persons; survivors of torture; survivors of human trafficking; and unaccompanied migrant children. | <ul style="list-style-type: none"> <li>• D-SC: Understand practices associated with the delivery, quality, and costs of health care for individuals and populations.</li> <li>• CIH: Identify the social, cultural, economic, environmental, and institutional factors that contribute to the risk of health problems among diverse populations.</li> </ul>   | Forum posts; Case Study Analysis Assignments; Practitioner Interview Assignment; Final: Grant Proposal/ Letter of Inquiry; Lessons 2, 5, 8, 11               |
| 3. Identify key public health organizations operating in the field of migrant health and human rights and the various roles public health professionals play in these organizations.   | <ul style="list-style-type: none"> <li>• CIH: Identify the social, cultural, economic, environmental, and institutional factors that contribute to the risk of health problems among diverse populations.</li> <li>• GH: Work effectively within varied cultural settings and across different social and political environments.</li> </ul>  | Forum posts; Case Study Analysis Assignments; Practitioner Interview Assignment; Final: Grant Proposal/ Letter of Inquiry; Lessons 2, 4, 5, 7, 8, 10, 11, 13 |
| 4. Describe the public health needs and context of selected migrant populations.   | <ul style="list-style-type: none"> <li>• ICC: Recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.</li> <li>• GH: Apply principles of ethical reasoning and professional practice to advance health equity and social justice in the United States and in international settings.</li> </ul> | Forum posts; Reflection Paper: Personal Migrant Story; Case Study Analysis Assignments; Final: Grant Proposal/ Letter of Inquiry; Lessons 3, 6, 9, 12        |
| 5. Produce development materials related to the mission of organizations operating in the field of migrant health and human rights.  | <ul style="list-style-type: none"> <li>• ICC: Recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.</li> </ul>  | Practitioner Interview Assignment; Final: Grant Proposal/ Letter of Inquiry  |
| 6. Assess opportunities and challenges for contemporary professional practice in the field of migrant health and human rights.   | <ul style="list-style-type: none"> <li>• CIH: Apply principles of ethical reasoning and professional practice to advance health equity and social justice in the United States and in international settings.</li> <li>• GH: Work effectively within varied cultural settings and across different social and political environments.</li> </ul>  | Forum posts; Practitioner Interview Assignment; Final: Grant Proposal/ Letter of Inquiry; Case Study Analysis Assignments; Lessons 4, 7, 10, 13              |

# COURSE REQUIREMENTS AND EXPECTATIONS

To successfully complete this course, you will be required to do the following each week:

**READ** all assigned Required Readings listed at the beginning of each lesson or section. These may include journal articles, book chapters, reports, or websites. You are also encouraged to read/explore the Optional resources included.

**RESPOND** to Knowledge Check questions embedded within each lesson. These prompts are designed to ensure that you have understood important concepts as you work through the lesson materials.

**POST** substantive responses to Forum Post prompts embedded within each lesson. Responses should reflect that you have completed the assigned readings and are able to address the questions by providing relevant information and rational arguments as opposed to responding to the questions based on general knowledge, opinion, past experience, or informal understanding. You are expected to check responses and posts of others as well.

**COMPLETE** assignments by the deadlines. Timely completion of assignments is important in order to obtain timely feedback.

**EVALUATE** the course each week. Your anonymous input will provide valuable information regarding course development. The survey is short and your responses are greatly appreciated.

## Assignments

All written assignments should be **submitted as PDF documents**, through NYU Classes. **Under the Assignment tab, you will find detailed instructions for each of the assignments.**

All papers must be typed and must conform to **APA style** formatting (unless otherwise noted in the Assignment description). Assignments will be graded with attention to clarity of exposition, mastery of the material, accuracy of information, correct spelling, grammar, and use of APA style. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED UNLESS PRIOR ARRANGEMENTS HAVE BEEN MADE WITH THE INSTRUCTORS.**

| Assignment  | Description<br>(full descriptions provided in NYU Classes)  | % of Grade | Due date(s)   |
|---|---|------------|---|
| <b>Participation<br/>(Knowledge Checks<br/>and Forum Posts)</b> | For each Forum Post prompt, students are required to post a short paragraph (< 200 words) or a brief video response (< 1 minute) in VoiceThread. Posts may either respond directly to the prompt by starting a new thread OR may provide a substantive response to a classmates' post within an existing thread. Contribute in a timely manner during the designated week for the topical discussion. The topical discussions switch over on midnight of the final day for the week's lesson. | 15%        | Forum posts are due each week <i>except</i> for Case Study lessons (i.e., Lessons 4, 7, 10 and 13). |

|  |   |                                |  |
|--|---|--------------------------------|--|
| <b>Reflection Paper: Personal Migration Story</b>            | Choose an aspect of your (or a family member's or ancestor's) migration story to explore briefly. Consider how this migration history or experience has impacted, or might impact, your personal and/or professional interests and choices. Reflection papers should be 2-4 pages, double spaced.   | 10%                            | February 13, 2017<br>(11:55 PM EST)  |
| <b>Case Study Analyses</b>                                   | Conduct an in-depth analysis of one of the case studies presented in each of Lessons 4, 7, 10, 13. Written papers should be 2-3 pages, double spaced.   | 40% total (10% per assignment) | February 20, 2017<br>(11:55 PM EST)<br><br>March 20, 2017<br>(11:55 PM EST)<br><br>April 10, 2017<br>(11:55 PM EST)<br><br>May 1, 2017<br>(11:55 PM EST) |
| <b>Brief Practitioner Interview</b>                          | Identify a practitioner working in the field of migrant health and human rights, develop an interview protocol and schedule and conduct a brief (30-45 min) interview (via phone, skype, or in-person) about that person's work. The content of this assignment should contribute to your final assignment.   | 5%                             | March 27, 2017<br>(11:55 PM EST)   |
| <b>Final Project: Grant Proposal/Letter of Inquiry (LOI)</b> | Write a Letter of Inquiry (LOI) (an abbreviated grant proposal) outlining a proposed public health intervention that aims to address a need of a selected migrant population (or an identified need in the field more broadly). The LOI should be written from the perspective of the program or organization of the practitioner you interviewed. LOIs must follow the format in the provided Request for Proposals, and should be 2-3 pages, <u>single spaced</u> . | 30%                            | May 12, 2017<br>(11:55 PM EST)   |

## GRADING SCALE

|     |        |     |       |
|-----|--------|-----|-------|
| A:  | 93-100 | C+: | 77-79 |
| A-: | 90-92  | C:  | 73-76 |
| B+: | 87-89  | C-: | 70-72 |
| B:  | 83-86  | D+: | 67-69 |
| B-: | 80-82  | D:  | 60-66 |
|     |        | F:  | <60   |

# COURSE OUTLINE

| Topic   | Readings/Materials                         | Assignments Due  |
|---|--|--|
| <b>Week 1: January 24-30</b>  |  |  |
| Introduction: Course Overview, Trends in Migration and Health, and Relevance to Public Health Profession                                      | See lesson page in NYU Classes for details | <b>Forum Posts</b>   |
| <b>Week 2: January 31-February 6</b>  |  |  |
| Refugees, Asylum Seekers and Internally Displaced Persons (IDPs): Understanding the Legal and Policy Framework & Key Public Health Challenges | See lesson page in NYU Classes for details | <b>Forum Posts</b>   |
| <b>Week 3: February 7-13</b>  |  |  |
| Refugees, Asylum Seekers and Internally Displaced Persons (IDPs): Public Health Perspectives from Practitioners                               | See lesson page in NYU Classes for details | <b>Forum Posts;<br/>Reflection Paper:<br/>Personal Migration Story</b> |
| <b>Week 4: February 14-20</b>   |  |  |
| Refugees, Asylum Seekers and Internally Displaced Persons (IDPs): Case Studies from the Field   | See lesson page in NYU Classes for details | <b>Case Study Analysis</b>   |
| <b>Week 5: February 21-27</b>   |  |  |
| Survivors of Torture and Persecution: Understanding the Legal and Policy Framework & Key Public Health Challenges                             | See lesson page in NYU Classes for details | <b>Forum Posts</b>   |
| <b>Week 6: January 28-March 8</b>   |  |  |
| Survivors of Torture and Persecution: Public Health Perspectives from Practitioners   | See lesson page in NYU Classes for details | <b>Forum Posts</b>   |
| <b>Week 7: March 7-March 20 (Spring Break week included)</b>  |  |  |
| Survivors of Torture and Persecution: Case Studies from the Field   | See lesson page in NYU Classes for details | <b>Case Study Analysis</b>   |
| <b>Week 8: March 21-March 27</b>  |  |  |
| Survivors of Human Trafficking: Understanding the Legal and Policy Framework & Key Public Health Challenges                                   | See lesson page in NYU Classes for details | <b>Forum Posts;<br/>Brief Practitioner Interview</b>                   |
| <b>Week 9: March 28-April 3</b>   |  |  |
| Survivors of Human Trafficking: Public Health Perspectives from Practitioners   | See lesson page in NYU Classes for details | <b>Forum Posts</b>   |
| <b>Week 10: April 4-April 10</b>  |  |  |
| Survivors of Human Trafficking: Case Studies from the Field   | See lesson page in NYU Classes for details | <b>Case Study Analysis</b>   |
| <b>Week 11: April 11-April 17</b>   |  |  |
| Unaccompanied Migrant Children: Understanding the Legal and Policy Framework & Key Public Health Challenges                                   | See lesson page in NYU Classes for details | <b>Forum Posts</b>   |
| <b>Week 12: April 18-April 24</b>   |  |  |
| Unaccompanied Migrant Children: Public Health Perspectives from Practitioners   | See lesson page in NYU Classes for details | <b>Forum Posts</b>   |
| <b>Week 13: April 25-May 1</b>  |  |  |
| Unaccompanied Migrant Children: Case Studies from the Field   | See lesson page in NYU Classes for details | <b>Case Study Analysis</b>   |
| <b>Week 14: May 2-May 8</b>   |  |  |
| Perspectives in Migrant Health and Human Rights: Closing Thoughts   | See lesson page in NYU Classes for details | <b>Forum Posts</b>   |
| <b>Finals Week: May 10-May 16</b>   |  |  |
|   |  | <b>Final: Letter of Inquiry (LOI)</b>                                  |

## **READING LIST**

This class requires substantial reading. The reading list is available at the beginning of each lesson and/or section, and is accessible via NYU Classes. You may need to read some articles several times, outline the main points, and even look up additional references and background materials. Optional materials are not required but may be helpful for assignments or to understand some concepts covered in the assigned readings.

## **STATEMENT OF ACADEMIC INTEGRITY**

The NYU College of Global Public Health (CGPH) values both open inquiry and academic integrity. Students in the program are expected to follow standards of excellence set forth by New York University. Such standards include respect, honesty and responsibility. The CGPH does not tolerate violations to academic integrity including:

- Plagiarism
- Cheating on an exam
- Submitting your own work toward requirements in more than one course without prior approval from the instructor
- Collaborating with other students for work expected to be completed individually
- Giving your work to another student to submit as his/her own
- Purchasing or using papers or work online or from a commercial firm and presenting it as your own work

Students are expected to familiarize themselves with the CGPH and University's policy on academic integrity as they will be expected to adhere to such policies at all times — as a student and an alumni of New York University.

### **Plagiarism**

Plagiarism, whether intended or not, is not tolerated in the CGPH. Plagiarism involves presenting ideas and/or words without acknowledging the source and includes any of the following acts:

- Using a phrase, sentence, or passage from another writer's work without using quotation marks.
- Paraphrasing a passage from another writer's work without attribution.
- Presenting facts, ideas, or written text gathered or downloaded from the Internet as your own.
- Submitting another student's work with your name on it.
- Submitting your own work toward requirements in more than one course without prior approval from the instructor.
- Purchasing a paper or "research" from a term paper mill.

Students in the CGPH and CGPH courses are responsible for understanding what constitutes plagiarism. Students are encouraged to discuss specific questions with faculty instructors and to utilize the many resources available at New York University.

## **Disciplinary Sanctions**

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action is as follows:

- The Professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).
- If the Professor confirms that violation(s), he/she, in consultation with the Program Director may take any of the following actions:
  - o Allow the student to redo the assignment
  - o Lower the grade for the work in question
  - o Assign a grade of F for the work in question
  - o Assign a grade of F for the course
  - o Recommend dismissal

Once an action(s) is taken, the Professor will inform the Program Director and inform the student in writing, instructing the student to schedule an appointment with the Associate Dean for Academic Affairs, as a final step. The student has the right to appeal the action taken in accordance with the CGPH Student Complaint Procedure.

## **STUDENTS WITH DISABILITIES**

Students with disabilities should contact the Moses Center for Students with Disabilities regarding the resources available to them, and to determine what classroom accommodations should be made available. More information about the Moses Center can be found here. must appear on the syllabus. Information about the center can be found here: <https://www.nyu.edu/life/safety-health-wellness/students-with-disabilities.html>. Students requesting accommodation must obtain a letter from the Moses Center to provide to me as early in the semester as possible.

## **CONTENT ADVISORY**

Please remember that those of us in this class come from a wide variety of backgrounds. Some of us are very recent migrants or immigrants; some students may have personal experiences with the issues we will cover during the course, including human rights abuses. Please be mindful and inclusive in your forum posts and reflections, and remain aware of our diversity when addressing questions, participating in discussions, and when completing assignments.

Some of the content that we will read and discuss in this course is quite sensitive in nature. Although every effort has been made to present the content in a benign manner, some of its nature may nonetheless be upsetting. Should you find yourself distressed due to a discussion or reading, please let the instructors know and we can review the situation.