

**Louisiana State University  
School of Social Work**

**SW 4070 Selected Topics:  
International Health and Mental Healthcare in Belize**

**Instructors:**

Margo Abadie, PhD, LCSW  
Associate Professor, Clinical Rehabilitation Counseling  
LSU Health Sciences Center School of Allied Health  
Frank R. Campbell, PhD, LCSW, CT  
Executive Director, Baton Rouge Crisis Intervention Center  
Essie Cockrell, MS, RN  
Faculty Advisor  
LSU Health Sciences, School of Nursing  
Regina Trudy Praetorius, MSSW, LCSW  
Instructor, LSU Academic Programs Abroad  
LSU AgCenter Institutional Research and Organizational Development

**Contact Information:**

225-578-8254  
[mabadie@lsu.edu](mailto:mabadie@lsu.edu)  
225-924-1431  
[frankcampbell@brcic.org](mailto:frankcampbell@brcic.org)  
225-578-8281  
[essie@lsu.edu](mailto:essie@lsu.edu)  
225-802-0147  
[rpraet1@lsu.edu](mailto:rpraet1@lsu.edu)

**Community Partners:** Baton Rouge Crisis Intervention Center in Baton Rouge, Louisiana  
Pallotti School in Belize City, Belize, Central America  
The Baton Rouge Crisis Intervention Center, Baton Rouge, Louisiana

**Required reading** - Kidder, Tracy (2004). Mountains Beyond Mountains. New York: Random House.

**Class Meeting Time:** A calendar with dates and times for class meetings, guest lecturers, activities, and field experiences is attached.

**Class Location:** Class will include sessions in Baton Rouge, LA and in Belize, Central America.

SW 4070: International health and mental health care (3). May be taken for a maximum of 9 semester hours when topics vary. Health and mental health care practice and policy in an international setting. An integral part of course instruction is a service-learning component, which involves partnerships with social service agencies in the community. SW 4070, a service-learning course, examines issues in healthcare service delivery (mental and physical healthcare) in Belize. Students interface in the Belizean community, specifically through a partnership with Pallotti High School, an all-girls Catholic high school. Because of this partnership, one area of focus for the course will be how delivery of these services impacts education in the country.

The course originates in Baton Rouge, LA with a series of lectures and experiential activities (20 hours of study) designed to expose students to the cultures of Belize and prepare them for service-learning activities. After arriving in Belize, a variety of key lecturers will provide information on the culture, health and mental health care services, and daily life of Belizean citizens. Three main topics to be addressed will be health and mental health care services and their impact on education.

**The Service-learning components include:**

Two workshops at the Baton Rouge Crisis Intervention Center in Baton Rouge to teach basic helping skills, which include basic communication skills such as active listening, paraphrasing, tuning in, use of probes, clarification, encouragers, and summarization. Role-playing exercises will be included.

An all-day conference at Pallotti School where LSU students teach senior and junior high school students the importance of mentoring and the necessary skills for them to help the elementary students at Pallotti's School. Students will also conduct small support groups the following afternoon to help students recognize the importance of using community resources, and teach them advocacy skills to help them learn to take care of themselves, physically and emotionally. This is a mandatory summer programs that require all students at Pallotti's High School to attend.

Students will assist faculty and administrators with the National Health Service in Belize to organize and deliver an all day conference to interested professionals (nurses, physicians, counselors, and other health care workers as identified by the program director). The headquarters of the conference will be the National Aids Coalition located in Belize City.

The faculty and students will work with a group of high-risk students who have been identified by Pallotti School Administrators that need help with such issues as conflict resolution, anger management, interpersonal communications, empathy building skills, and active listening techniques. These resources and skills are beyond the reach of the faculty and staff at Pallotti's School.

**Course Objectives:**

Upon completion of this course, students will be able to:

1. Discuss and articulate the differences and similarities between US and Belizean healthcare and mental healthcare policies and how they impact service delivery.
2. Apply critical thinking skills to gain an understanding and appreciation of human diversity and also to explore your own political and social understanding of equal justice.

3. Conceptualize the strengths of different cultures in Belize, using the person-in-environment framework particularly as it relates to healthcare and mental healthcare services.
4. Understand and interpret the differences and similarities in the history of the social work profession both domestically and abroad.
5. Integrate social work values, ethics, and principles as related to understanding different cultures and health care delivery strategies.
6. Demonstrate the basic communication skills learned at the BRCIC.

**Reading Schedule\* (Please be sure to read the links in the menus on the left of the June 26 and 29 WebPages):**

**Pre Departure Lectures are May 25th, Dr. Abadie's home (map send through email), June 3rd and June 10th at the Baton Rouge Crisis Center.**

**READINGS:**

It is required that you read three of the following selected readings: **These and your Internet source listed below will be the foundation for your reflection papers and Journal. The readings are:** Journal of International and Comparative Social Welfare, Hispanic Journal of Behavioral Sciences, International Social Work, Children and Schools, Ethnic & Cultural Diversity in Social Work, **and** Evaluation & the Health Professions.

The web sites listed below are suggested readings before departure. These topics will be discussed in class and your participation in these exercise are required.

- June 26 About Belize** <http://www.belize.gov.bz/belize/welcome.shtml>
- 27 National Health Insurance (NHI) Overview**  
<http://www.socialsecurity.org.bz/nhi/welcome.html>  
**NHI Patient Manual**  
<http://www.socialsecurity.org.bz/nhi/questions.html>  
**NHI FAQ**  
<http://www.socialsecurity.org.bz/nhi/questions.html>  
  
<http://www.socialsecurity.org.bz/nhi/faqs.html>
- 28 Ministry of Human Development: Chapters I-III**  
<http://www.belize.gov.bz/library/humandevlopment/welcome.html>

**29 Lamanai Ruin  
Maya Culture**

<http://www.rom.on.ca/digs/belize/on-land.html>  
<http://www.jaguar-sun.com/maya.html>

**June 30 – July 9 No Readings**

Students are required to:

- A. Read assignments required by the instructors.
- B. Attend all sessions, excursions, and field trips.
- C. Write a three to four page Reflection paper for each class attended while in the country of Belize. Attached you will find a copy of the ORID Model that is used as a guideline in Service-Learning Education. This will be discussed the first class. Please use this in addition to information you have learned as you travel throughout the country of Belize.
- D. Complete a Task Group assignment related to identified needs of the community partner or selected by the instructors. The Task Groups are, Pallotti High School Committee, Conference Committee, Radisson Hotel Group (part of the responsibility includes setting up the rooms for teaching and also the conference) and the Sun Breeze Hotel (similar responsibilities). These assignments will evolve as we meet with designated representatives.
- E. Complete a scrapbook chronicling experiences during class activities and free time (Due July 25, 2005). You are encouraged to be highly creative in this venture. In the past students have chronicled by using black and white photos and memorabilia from all the areas we visited such as shells, moss, postcards, and pictures with the citizens of Belize. Students have chronicled their events with a video camera and documented along with the presentation. This is the time that you can show off your artistic and creative side to earn your full points.
- F. Final Project: Write a book review on Mountains Beyond Mountains (see below).
- G. Instructional Methods:

Instructional methods include seminar-style discussions, US and Belizean guest lecturers, and field experiences in a variety of healthcare, social service and education related settings in and around Belize. Pre-departure discussions incorporate didactic and experiential instructional methods such as role-playing, small group exercises and project groups. Learning is facilitated by the use of written assignments, readings, service-learning activities, and active individual & group participation.

**Grading**

The assignments are weighted as follows:

1. Guest Lectures, Excursions, Field Trips, (since these are official classes it is necessary that you write the required three to four page reflection papers for each class) worth 30 points. Task Group participation (10 points), and Scrap Book (10 points). TOTAL 50%
2. Final Project - Write a book review of Mountains Beyond Mountains approximately eight pages long, doubled spaced. Please select five of the questions at the back of the book and weave these into a book review. Use the following sources for writing a critical book review, [www.uky.edu/LCC/HIS/review.html](http://www.uky.edu/LCC/HIS/review.html) and [www.unc.edu/depts/wcweb/handouts/review.html](http://www.unc.edu/depts/wcweb/handouts/review.html). Your questions will serve as topic sentences and you will find that the transition from one paragraph to another can be made easily. **All students MUST** answer the following question and relate this questions to your book Mountains Beyond Mountains. “You have spent two weeks in Belize, Central America, working with people of different cultures, what have you learned about yourself and how will you apply this knowledge in your interactions with others as a professional, social worker, nurse, physician, engineer, etc. 30 %.
3. Attendance and Participation in all activities 20%

100-90	=	A
89-80	=	B
79-70	=	C
69-65	=	D
Below 65	=	F

### **Classroom Civility**

The cities of Belize are our classrooms and you, as students, are serving as ambassadors representing LSU and the US. Respect for the Belizean people and their cultures are requirements of this course. Respect for each other and for the instructor is expected. Students are required to arrive ON TIME for all class meetings, departure times and activities. During any class-sponsored activities, field trips and excursions, the consumption of alcohol is not permitted (Class-sponsored activities will be designated on your Course Calendar). A dress code will be explained for class-sponsored activities as well.

### **Academic Integrity**

Students should be familiar with the *Code of Student Conduct* and the National Association of Social Workers' (NASW) *Code of Ethics* (<http://www.naswdc.org/pubs/code/code.asp>) and adhere to such ethical conduct in all

activities and behaviors associated with this course. The instructors are also held to the *NASW Code of Ethics* and the State of Louisiana Social Work Practice Act ([http://www.labswe.org/practice\\_act\\_99.pdf](http://www.labswe.org/practice_act_99.pdf)) and the *American Nursing Association Code of Ethics* respectively. To review the *Code of Student Conduct*, visit the Student area of the LSU homepage (<http://www.lsu.edu/students>) and select *Code of Student Conduct*.

For more information on the *Code of Student Conduct*, contact the Office of the Dean of Students, 122 Johnston Hall, 225/578-4307.

### **Disability Statement**

Students who have a disability or a medical condition that may have some impact on your work in this class and for which you may require accommodations, please see a faculty member as soon as possible. All information will remain confidential. Also, students with a disability are encouraged to see a staff member in the Office of Disability Services (112 Johnston Hall, 225/578-5919) so that such accommodations can be properly documented for future classes on the LSU campus in the form of accommodation letters.

### **Course Syllabus Modifications**

Due to the nature of study abroad education, modifications to assignments and the class schedule may be necessary. Modifications to these items and the course syllabus, if needed, will be made after consultation with students.

Margo M. Abadie, Ph.D., L.C.S.W.  
Associate Professor of Clinical Rehabilitation Counseling  
LSU Health Sciences Center  
150 Allen Hall LSU  
(225) 578.6822

mabadie@lsu.edu