COURSE OBJECTIVES & DESCRIPTIONS

The “Border Health” Summer Course program at Thammasat University comprises two courses -- the GS391: “Health Realities in Border Populations” and the GS39X “Geopolitical Realities in Populations in Transition” -- totaling 6 credits:

The “Health Realities in Border Populations” will examine how social determinants and their interactions translate into health realities for border populations, including barriers encountered in terms of health promotion, prevention and access to care; the course generates ideas for innovative interventions.

The “Geopolitical Realities in Populations in Transition” introduces students to challenges and opportunities related to security, human rights, and wellbeing of populations along the Thai-Myanmar border. Special attention is paid to explore the role of social determinants of wellbeing in the context of globalization and population mobility.

While the course contains academic content, delivered through lectures both in Bangkok and in Mae Sot, it is first and foremost a practicum in which students will learn through field research and community immersion.
**SYLLABUS**

**WEEK 1 (on university campus)**

**Course Introduction**

Thai Culture and Language orientation
- Getting to know Thailand (Do’s and Don’ts, etc.)
- Thai culture and traditions; Cultural orientation field trip
- Introduction to Meditation; Team building activities
- [Optional (evenings)] Thai language tutoring: learning to write, read, and speak Thai.

**WEEKS 1-2 (on university campus)**

**GS392: Geopolitics Realities in Populations in Transition**

- Introduction to Human Migration
- Understanding 21st Century Migration and the International System
- Refugees and Migrants: A Human Rights Perspective
- Political and Economic realities on the Thai-Myanmar Border
- From Mae Sot to Mexicali: The Politics of Migration
- Introduction to Anthropology observation methodology

**GS391: Health Realities in Border Populations**

- Introduction to Public Health & Global Health
- Is There a Border Health Specificity?
- Non-Profit Private Health Insurance for “Illegal Migrants”
- What is Community-Driven Development and Why Does it Matter?
- Strategic Framework on the Border Health Plan
- Introduction to Field Study Methodologies and Mindsets.

**WEEK 3 (Field)**

- Introduction and orientation by the course field preceptors
- Visit to the Mae Tao Clinic
- Introduction to PLA (Participatory Learning and Action)
- Political Organization and Advocacy: A Burmese Perspective From Exile
- Begin Field Work with Preceptors

**WEEK 4 - 6 (Field)**

Field Study through Community Immersion

The field learning allows students to gain deeper understanding of the challenges of mobility and border health through the conduct of qualitative data collection and the observation of the reality on the ground. Students will be divided into teams and embedded into local organizations at different field sites located on the Thai/Myanmar border. Students will learn from various stakeholders in the communities, as well as from existing interventions of the field preceptors and other field experts.

The Field Preceptors – Dr. Cynthia Maung of the Mae Tao Clinic and Dr. Suwichan Phatthanaphraïwan of Bodhivijjalaya College – have many years of experience.

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1 May be subject to changes.
providing direct support to the Thai/Myanmar border migrant populations and engage in the program as teaching/learning partners. They share their field knowledge and experiences, connect students to key stakeholders in the communities and local organizations, and mentor students throughout their projects.

WEEK 7 (Field/University campus)
Student Presentation to the Local Community
Flight back to Thammasat University, Bangkok
Final Academic Presentation
  Academic presentation of the team’s findings to the faculty
  Overall course feedback / informal sharing of experience / Evaluation forms
  Farewell party

THE GRADING SYSTEM

Overall the evaluation will assess the following:

- Student’s understanding of the community he/she works and lives in
- Student’s understanding of the public health issue he/she has studied, and soundness of the relevant recommendations.
- Student’s broader understanding of public health on the border.
- Student’s broader understanding of migration and its consequences.
- [Student’s finer understanding of her/himself (EQ)]. On a voluntary basis

The grading system grants as much weight (50/50) to individual and team performances. This is to ensure both individual efforts and collaborative work are equally valued, given their respective importance.

Students will be evaluated in the following four different instances:

1. Personal Journal writing and completion (individual): Max. mark: 25/100
2. Bangkok-based examination (individual) Max. mark: 25/100
3. Presentation of RFR to Community (Team): Max. mark: 25/100
4. Academic presentation to the Faculty (Team): Max. mark: 25/100
Total points: 100/100

Table of conversion to the Summer Course grading score to the UC letter grading system:

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<thead>
<tr>
<th>Program 100-point based Grading</th>
<th>UC Letter System Grading</th>
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<tbody>
<tr>
<td>90-100</td>
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<td>80-89</td>
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<td>60-69</td>
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INDIVIDUAL EVALUATION:
Students will be evaluated individually in two different instances: through the writing and completion of their “Personal Summer Course Journal” and through the “Bangkok-based examination”. Below are more details of these two instances:

- The Personal Summer Course Journal daily writing and completion:
The daily writing and completion of the journal will earn the student up to 25 points in the 100-point overall grading.
  
  o Evaluation criteria
  - Genuine efforts by the student to provide an accurate reporting of his/her activities.
  - Genuine student’s efforts in reflection from the observation, from the learning and from the discoveries made throughout the field immersion.
  - Efforts to apply methodology, to test it, to question it, to improve it.
  - Efforts to “connect the dots”, bringing in the report references to specific Summer Course lecturers or sessions relevant to the learning of the day (confirming or refuting what was then presented in the first part of the Summer Course)
  - Genuine efforts by the students to challenge his/her preconceptions/prejudices.
  - Student’s own consideration on his/her progress in his/her Emotional Intelligence, throughout the Summer Course.
  - Assiduity in the daily filling out of the journal.
  - Efforts – including creative efforts - to use at best all means to illustrate the findings and substantiate the reflections (photos, drawings, diagrams, etc.)
  - Efforts in the conclusion to best synthesize the overall learning from the field study and from the student’s experience
  
  o Evaluators: Program director and Academic Coordinator
For more details and guidance on the Personal Summer Course Journal, please, refer to the “Guidelines for the Summer Course Personal Journal (logbook)”

- Bangkok-based examination:
The examination, which takes place at the end of the Bangkok-based lecture period -- just before moving to the field -- is to ensure the theoretical and conceptual content of the Summer Course is well acquired by the students prior to applying it during the immersion. The examination is a mix of Multiple Choice Questionnaire (MCQ) and Open Questions. Each lecturer intervening in the Summer Course is indeed asked to provide three questions for the examination, relevant to his/her intervention. Examination questions relate to the main learning objectives of the sessions (the “Must Know”) and will evaluate the attention, the note-taking and the in-depth understanding of the subject taught.

  o Evaluation criteria:
  - Correct answers at the MCQ
  - Evidence of understanding of the issue in the answers to the open questions.
TEAM EVALUATION:
The School of Global Studies grants an utmost importance to team spirit development given its growing importance in the 21st century job market. The Summer Course is a learning experience exempt of any competition. On the contrary, the more collaborative students are, the higher the grade they yield. Here are the two key team events that will be rated (25 points each) and part of the overall 100-point grading of the Summer Course.

- **Presentation of Report of Findings & Recommendations to the Community:**

Throughout their field immersion, students will discover a community and will investigate one specific public health-related issue that community faces. They will be given conceptual tools as well as practical tips to do so.

The evaluation will look at to what extent the students have well used those tools and practiced to learn from that community, and have acquired an in-depth understanding of the public health issue they have investigated. Finally, students – in closest collaboration and consultation with the community – will seek the most appropriate solution to the public health issue they have studied.

The presentation, by the students to the community, of the findings and recommendations, therefore represents the climax of the Summer Course since both the academic content and the immersion experience will transpire in it.

  o Evaluation criteria:
    ▪ Students’ knowledge of the community, and its context.
    ▪ Students understanding of the given issue - depth of analysis.
    ▪ Quality of the solutions proposed
    ▪ Ownership of the “Report of findings & recommendations”
    ▪ Quality of the presentation

  o Evaluators/Judges: Community members, UCSC program director and academic coordinator, local officials, field preceptors.

For more details and guidance on the RFR presentation, please, refer to the “Guidelines for the Presentation of the Report of Findings & Recommendations to the Community” in Annex.

- **Academic presentation to the Faculty:**

The academic presentation to the Faculty is very different than the one given to the community. Here, students will address the broader learning they have made during the Summer Course on migration, and Border Health as well as on the importance of EQ in the fulfillment of their team work.

  o Grading evaluation criteria

The presentation will be evaluated upon the following criteria:

Main criteria: findings and conclusions are well substantiated by references and citations, in-depth reflections, inferences.
Content

- Students explain clearly the whole process of their field study, including the methodology applied, the implementation, the findings, etc.
- Student present the challenges encountered throughout the study; the limitations of the findings are well exposed.
- Students refer to specific lecture and/or lecturer’s input from the academic part of the Summer Course -- and beyond if any -- to better substantiate their findings (confirmed/refuted?) [“Connecting the dots”]
- Presentation proves genuine in-depth efforts of reflection.
- Students demonstrate an understanding of the complexity of the issues (showing the interdependencies between the various elements, the non-linear aspects, etc.)
- Students demonstrate how the findings are transferrable, or not, to other contexts.
- Students underline well the academic value of their Summer Course learning.

Format

- Presentation of the findings is clear, straightforward and within the time allocated. Elements in slides (photos, diagram, quotes, etc.) are well selected and most appropriate to illustrate and substantiate the content.

For more details and guidance on the Academic Presentation to the faculty, please, refer to the “Guidelines on the Academic Presentation to the Faculty”

Also, to better understand the differences between the “Presentation t the Community” and the “Academic Presentation to the Faculty”, please, refer to “Difference between the “RFR presentation to the community” and the “Academic Presentation to the Faculty” in annex.

For any inquiry on the academic program and syllabus, please, ask the Program Director.
ANNEXES:

- DESCRIPTIONS OF THE BANGKOK-BASED TEACHING SESSIONS
- GUIDELINES FOR THE SUMMER COURSE PERSONAL JOURNAL
- GUIDELINES FOR THE PRESENTATION REPORT OF FINDINGS & RECOMMENDATIONS
- GUIDELINES FOR THE ACADEMIC PRESENTATION TO THE FACULTY
- THE DIFFERENCE BETWEEN THE RFR PRESENTATION TO THE COMMUNITY AND THE ACADEMIC PRESENTATION
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<thead>
<tr>
<th>Focus</th>
<th>RFR to Community</th>
<th>Academic Presentation</th>
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<td>Show understanding of</td>
<td>• the Community</td>
<td>Demonstrate general broader learning on</td>
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<td>• a specific public health issue,</td>
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<td>Mainly faculty and peers</td>
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<td>• Field Preceptors,</td>
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<td>• Program Directors</td>
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<tr>
<td>Format</td>
<td>At the students discretion</td>
<td>Slides (PowerPoint, Prezi, etc); (creativity encouraged)</td>
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<td>Rating criteria</td>
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<td>• Depth of the learning and understanding</td>
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<td>• Depth of analysis of the selected public health issue</td>
<td>• Appropriate referencing to theoretical frameworks</td>
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<td>• Quality of the solution proposed</td>
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<td>• Community’s Ownership of the solution.</td>
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