

Make a R.E.A.L. Difference: Research, Education, Action and Leadership in the Ecuadorian Amazon

Course Syllabus

Time/Date: Mondays, 6:00-8:00 p.m.

Class Size: 20-25 students

Units: 1-2 units (1 unit: 6-7 p.m.; 2 units: 6-8 p.m.)

Facilitators: Karis Miyake, David Reynoso, Celeste Wong, Alicia (Lia) Marshall

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* This class is led by the Shuar Health Project of the Cal Undergraduate Public Health Coalition (Cal UPHC).

Purpose: The purpose of our de-cal is two-fold:

- 1) To educate Cal students about how to make a R.E.A.L. difference in community development projects by integrating Research, Education, Action and Leadership.
- 2) To give Cal Students the opportunity to gain R.E.A.L. experience by participating in the Shuar Health community nutrition and safe water projects sponsored by the Cal Undergraduate Public Health Coalition.

Organization of Classes

Our de-cal will include thirteen classes divided into four separate sections: Part 1: Education, Part 2: Research, Part 3: Action and Part 4: Leadership. Each section will include 2-3 classes on relevant themes using Cal UPHC's Shuar Health project as a case example. Our classes will include a combination of group activities, presentations and guest lectures.

Introduction – January, 2007

1. Presents the Cal Undergraduate Public Health Coalition's Shuar Health Projects, Water Usage and Needs Assessment Research, and Team Trip 2006 to the Ecuadorian Amazon (1/29)

Part 1: Education – February, 2007

2. Culture and Language (2/5):

Explores the role of culture and language in working on research and community based projects and emphasizes the importance of cultural exchange and learning.

3. Sanitation Education (2/12):

Provides a case example of the key components, challenges, and benefits of conducting education initiatives with communities in the developing world.

Part 2: Research - February – March, 2007

4. Community based participatory research (2/26):

Guest lecture on the importance, benefits, and challenges of conducting CBPR; application to Shuar Health projects

5. Research design and grant proposals (3/5)

Gives a basic introduction on how to design research proposals and how to find/secure funding

6. Field work (3/12)

Explores the transition from proposal to action, introduces how to work within communities, and discusses potential challenges and solutions.

Part 3: Action – March – April, 2007

7. Community Nutrition Projects (3/19)

Guest lecture on the issues of malnutrition in rural communities; presentation of Shuar Health community nutrition projects (community nutrition gardens, chicken cultivation, and fish farming)

8. From Contaminated to Safe Water (4/2)

Guest lecture on water usage and needs of people in developing countries; Presentation of Cal UPHC Initiative: Safe Water and Sanitation in the Ecuadorian Amazon

9. Working on Communities' Greatest Needs and Concerns (4/9)

Examines how to work with communities in identifying and addressing the most serious concerns of the populations; case example: Pastaza, Ecuador – using needs assessments to identify top concerns of communities and working with members to address these needs.

Part 4: Leadership - April 2007

10. Lead to Succeed (4/16)

Emphasis on key leadership components of successful team projects; students will form teams and begin creating a proposal and action plan for a community project (with research/education/action components) that they will present as their final exam.

11. Project Organization and Management (4/23)

Focus on realistic goal setting, creating action plans and timelines, and evaluating and modifying community projects. Students will continue working on in teams on developing their project proposals with assistance from the facilitators.

12. Challenges, Sustainability, and Achievements (4/30)

Looks at how to: (1) identify and overcome challenges that arise in community projects, (2) ensure the sustainability of projects and their long term benefits, and (3) transform good intentions into positive outcomes.

Conclusion – (5/7)

13. Final Presentations: As their final exam, students will give in-class presentations of their teams' research proposal and action plan on how to address the greatest need/concern of a community in the Ecuadorian Amazon