

Course Title: Migration in the European context: Challenges for Public Health

Course Number: TBD

Course Location: National School of Public Health– Athens, Greece

Course Date & Time: May 27-June 9, 2019

Course Instructor: Elisabeth Ioannidi, Ph.D.
Sociologist, Department of Sociology, NSPH
E. , ioanel@otenet.gr, eioannidi@esdy.edu.gr
T. +30 21 32010167 (Greece)

Michael K. Gusmano, PhD
Associate Professor of Health Policy
Concentration Director of Health Systems and Policy
School of Public Health
Rutgers, The State University of New Jersey
E. mkg93@sph.rutgers.edu; gusmanom@thehastingscenter.org
T. (732) 235-9754

Perry N. Halkitis, PhD, MS, MPH, Dean
Professor, Biostatistics & Social and Behavioral Health Sciences
Professor of Medicine, Rutgers RWJ Medical School
Professor, Graduate School of Applied and Professional Psychology
Professor, School of Public Affairs and Administration
Director, Center for Health, Identity, Behavior & Prevention
Studies (CHIBPS)
E. perry.halkitis@rutgers.edu
T. (732) 235-9700

Office Hours: By Appointment Only – through e-mail

Course Assistant: None

Required Course Text: UNHCR / Global Trends Report 2016.
Available at: <http://www.unhcr.org/5943e8a34.pdf>

Additional/Supplemental Readings/Resources: The Public Health dimension of the European migrant crisis. Available at <https://bit.ly/1Q5p5ol>.

Migrant health across Europe. Available at:
<https://ec.europa.eu/migrant-integration/feature/migrant-health-across-europe>.

Other assigned readings available online
<https://www.mipex.eu/health>
<https://careformigrants.eu/wp-content/uploads/2017/08/D8.1-Recommendations-for-Public-Health-Policy.pdf>

<https://www.odi.org/publications/10217-why-people-move-understanding-drivers-and-trends-migration-europe>

<https://www.mah.se/upload/Forskningscentrum/MIM/WB/WB%203.12.pdf>

[https://www.thelancet.com/pdfs/journals/laninf/PIIS1473-3099\(18\)30219-6.pdf](https://www.thelancet.com/pdfs/journals/laninf/PIIS1473-3099(18)30219-6.pdf)

[https://www.thelancet.com/journals/laninf/article/PIIS1473-3099\(18\)30117-8/fulltext](https://www.thelancet.com/journals/laninf/article/PIIS1473-3099(18)30117-8/fulltext)

Course Description: This course provides a broad spectrum of theoretical knowledge on issues related to migrants' health and the related policies in a European context – having as a background “scene” the 2015 migration crisis in Greece. In addition, it provides an opportunity for students to be on the field and interact with those who provide health care to newly arrived migrants/refugees in the island of Chios, one of the entry points in Greece. Thus, students can build a comprehensive multi-sectorial approach in issues related to migrant/refugee health.

Selected Concentration Competencies Addressed: Each Concentration identifies competencies for each degree offered. The competencies addressed in this course for the Rutgers School of Public Health MPH in *Global Public Health* include:

- Demonstrate an understanding of the economic, educational, political, sociocultural, environmental, ecological and biological conditions that represent obstacles to attaining global health;
- Analyze root causes of morbidity and mortality in major regions of the world and how they are affected by demographic, sociocultural, biological, occupational and environmental factors;
- Apply the fundamental principles of global public health perspectives on global public health education, research, and practice;
- Exhibit skill sets required for global health practice including written and verbal communication skills, capacity for interprofessional teamwork, leadership, social awareness and cultural competency to enhance capacity strengthening and service delivery with compassion and integrity.

Please visit the Concentration webpages on the [Rutgers](https://www.rutgers.edu) School of Public Health's website at sph.rutgers.edu for additional competencies addressed by this course for other degrees and concentrations.

Course Objectives: By the completion of this course, students will be able to:

- Analyze the role of social, economic and political factors that influence migration;
- Understand the characteristics of migrants and refugees in the European context;
- Become aware and able to identify cultural diversities in the field of health;
- Describe the diversity of PH challenges when dealing with migrants' health;
- Realize the multiplicity of migrant's health-related issues;
- Formulate strategies for improving refugee health.

Course Requirements and Grading: Students are required to actively participate in class lectures, group activities and the field tasks and read the material provided by the instructors. At

the end of each day, students will be asked to reflect on the daily topics and these reflections could be posted to the website.

Course Assignments

Reflections: Each student will be responsible for writing three brief essays (500-750 words) based on course readings. Appropriate citations and APA or AMA formatted references are required for all essays.

- a. Reflection #1: With reference to assigned readings, and presentations by local experts, assess the preparedness of the Greek public health system for addressing the needs of migrants and asylum seekers.
- b. Reflection #2: With reference to assigned readings, and information learned from the visit to the Eleonas refugee camp in Athens, described the challenges facing migrants and asylum seekers living in this camp.
- c. Reflection #3: With reference to assigned readings, and information learned from the visit to Vial, describe the most salient themes that must be considered when assessing applications for asylum status.

Presentation: Public Service Announcement and Infographic: A public service announcement (PSA) is a message in the public interest disseminated by the media without charge, with the objective of raising awareness, changing public attitudes and behavior towards a social issue. An infographic is a graphic visual representation of information, data, or knowledge intended to present information quickly and clearly. For this assignment, students will work in groups (to be assigned on the first day of the course) to create a 60 second PSA and an accompanying infographic designed to address international public attitudes about migrants and asylum seekers in Greece. Students are encouraged to be creative in designing their PSAs. The PSAs must include the most pertinent information about the legal status of migrants, the challenges they face and why efforts to address these needs deserve public support. The PSA must be in video format and the final infographic must be available in PDF or PPT format.

Op-Ed: An Op-Ed is a piece published by newspapers which expresses the opinions of an author usually not affiliated with the publication on a timely topic. During this class, there will be much discussion about the public health challenges faced by migrants and asylum seekers in Greece, as well as information about the response of the Greek government, Europe, and NGOs to these challenges. Has the international response to the needs of migrants and asylum seekers in Greece been adequate? You are to write the Op-Ed (650-750 words) from the perspective of a student of public health. This is an opportunity for you to think openly, widely, and freely about your experiences in this course, and share with an audience that reads the New York Times. To help guide your writing see the Op-Edi column by David Shipley titled "An Now a Word from the Op-Ed," <http://www.nytimes.com/2004/02/01/opinion/01SHIP.html> and the piece by Trish Hall "Op-Ed and You" that appeared in the New York Times February 1, 2004. The Op-Ed will be due one week after the completion of the course.

Final paper: A written short essay is going to be assigned at the end of the course. Students are expected to prepare it within two months after the completion of the course and send it to the course instructors.

The above assignments contribute to course grade as follows:

1. Reflections (3 at 10 points each)	30 pts.
2. Presentation	20 pts
3. Op-Ed	20 pts
4. Paper	20 pts.
5. Class Participation	<u>10 pts.</u>
Total:	100 pts.

Grading Policy:	94 – 100	A
	90 – <94	A-
	87 – <90	B+
	84 – <87	B
	80 – <84	B-
	77 – <80	C+
	70 – <77	C
	<70	F

*Grades will NOT be rounded.

Course Schedule:

Week 1 – National School of Public Health

Day 1 **Cultural and Political Context**

Assigned readings:

<https://www.msf.org/za/about-us/publications/reports/invisible-suffering>

https://www.msf.org/sites/msf.org/files/report_vulnerable_people_201016_eng.pdf

https://www.msf.org/sites/msf.org/files/report_vulnerable_people_201016_eng.pdf

Recommended readings:

Hatton, Timothy J. 2016. “Refugees, Asylum Seekers, and Policy in OECD Countries.” American Economic Review. 106(5): 441-445.

Open Society Foundations. 2018. Understanding Migration and Asylum in the European Union. June
<https://www.opensocietyfoundations.org/explainers/understanding-migration-and-asylum-european-union>.

Sigona, Nando. 2018. “The Contested Politics of Naming in Europe’s ‘Refugee Crisis’” Ethnic and Racial Studies 41(3): 456-460.

- 08.45 – 9.00 Registration
- 09.00 – 09.30 Expectations from the Seminar (Group discussion)
- 09.30 – 10.30 Migration clarity - terminology, definitions. Migration in Europe / World
- **Michael Gusmano**, Rutgers SPH
- 10.30 – 11.30 Greek culture and migration .The refugee crisis of 2015 (lecture)
- **Apostolos Veizis**, MSF
- 11.30 – 12.00 Coffee Break
- 12.00 – 13.00 Overview of the Greek Health System (lecture)
- **Perry Halkitis**, Rutgers University
- 13:00 - 14:00 Cultural diversities in health/confronting stereotypes (lecture – group exercise)
- **Elisabeth Ioannidi**, NSPH
- 14.00 – 14.30 Discussion
Reflection on the day's topics
- 14.30 Light lunch – End of Day 1
- 15:00-17:00** *Reception for faculty and students*

Day 2 **Public Health Framework**

Assigned reading:

Mellou, Kassiani, Anthi Chrisostomou, Theologia Sideroglou, Theano Georgakopoulou et al. 2017. "Hepatitis A Among Refugees, Asylum Seekers and Migrants Living in Hosting Facilities, Greece, April to December 2016. *Eurosurveillance* 22(4).

Rojek, Amanda M. Kassiani Gkolfinopoulou, Apostolos Veizis, Angeliki Lambrou et al. 2018. "Clinical Assessment is a Neglected Component of Outbreak Preparedness: Evidence from Refugee Camps in Greece. *BMC Medicine*. 16(1): 43.

Semenza, Jan C., Paloma Carrillo-Santistevé, Herve Zeller, Andreas Sandgren et al. 2016. "Public Health Needs of Migrants, Refugees and Asylum Seeker in Europe, 2015: Infectious Disease Aspects" *The European Journal of Public Health*. 26(3): 372-373.

White, Peter J., Ibrahim Abubakar, Robert Aldridge and Andrew C. Hayward. 2017. "Post-Migration Follow-Up of Migrants at Risk for Tuberculosis." *The Lancet Infectious Diseases*. 17(11): 1124.

- 09.00 – 10.00 The legal framework of health care of migrants in Greece (lecture)
- **Agis Terzidis**, Vice President of Greek CDC
- 10.00 – 11.30 Non documented migrants: employment and health issues (lecture)
- **Theodore Fouskas**, Sociologist, (Guest speaker), NSPH
- 11.30 - 12.00 Coffee Break
- 12.00 – 13.00 Migration and Communicable diseases (lecture)
- **Michael Gusmano**, Rutgers University
- 13:00- 14:00 Migration & Sexual Health (lecture)
- **Perry Halkitis**, Rutgers University
- **Tatiana Giobazolia**, Greek CDC
- 14.00 – 14.30 Discussion
- 14.30 Light lunch – End of Day 2
- 15:00 - 17:00** *National Archeological Museum Visit*

Day 3 **Chronic Illness and Mental Health**

Assigned reading:

https://www.msf.org/sites/msf.org/files/2017_10_mental_health_greece_report_final_low.pdf

Recommended Readings:

Teunissen, Erik, Alexandra Tsaparas, Aristoula Saridaki, Maria Trignoni et al. 2016. "Reporting Mental Health Problems of Undocumented Migrants in Greece: A Qualitative Exploration." *European Journal of General Practice* 22(2): 119-125.

Fiorini, Gianfrancesco, Cesare Cerri, Antonello E. Rigamonti, Nicoletta Marazzi et al. 2018. "Gender and Age Related Differences in the Use of Medicines for Chronic Diseases Among Undocumented Migrants." *International Journal of Migration, Health and Social Care*. 14(3): 221-207.

Womersley, G., Kloetzer, L., Van den Bergh, R., Venables, E., Severy, N., Gkionakis, N., Popontopoulou, C., Kokkiniotis, M., Zamatto, F., (2018) "My mind is not like before": Psychosocial Rehabilitation of Refugee Victims of Torture and Other Forms of Ill-Treatment in Athens, *Torture*, 28, 2: 72-84

Gkionakis, N., Stylianidis, S. Community Mental Healthcare for Migrants, in Stylianidis, S.(Ed) *Social and Community Psychiatry*, Springer, 2016, pp 309-330

- 09.00 – 10.30 Migration and Chronic illness (lecture)
- **Michael Gusmano**, Rutgers University
- 10.30 – 11.30 The psychosocial dimension of migrations (lecture, experiential exercise, discussion)
- **Nicholas Gkionakis**, MSc, Psychologist, Scientific Associate of Babel Day Centre (mental health unit for migrants)
- 11.30 – 12.00 Coffee Break
- 12.00 – 14.00 Migration and mental health (video, discussion, lecture)
- **Nicholas Gkionakis**, Babel Day Centre
- 14.00 – 14.30 Discussion
Assignment
- 14.30 Light lunch – End of Day 3

Day 4 **Reproductive and Sexual Health, Human Trafficking and Human Rights**

Assigned reading:

<https://bmcmmedicine.biomedcentral.com/articles/10.1186/s12916-018-1028-4#Sec12>

Recommended readings:

Freedman, Jane. 2016. "Sexual and Gender-Based Violence Against Refugee Women: A Hidden Aspect of the Refugee 'Crisis'." *Reproductive Health Matters*. 24(47): 18-26.

Grotti, Vanessa, Cynthia Malakasis, Chiara Quagliariello, and Nina Sahraoui. 2018. "Shifting Vulnerabilities: Gender and Reproductive Care on the Migrant Trail to Europe." *Comparative Migration Studies*. 6(1): 23.

Karamanidou, Lena. 2016. "Violence Against Migrants in Greece: Beyond The Golden Dawn." *Ethnic and Racial Studies*. 39(11): 2002-2021.

Buchanan, Ann and Theano Kallinikaki. 2018. "Meeting the needs of unaccompanied children in Greece." *International Social Work*. First Published September 14, 2018; <https://doi.org/10.1177/0020872818798007>.

Freccero, Julie, Dan Biswas, Audrey Whiting, Khaled Alrabe, Kim Thuy Seelinger. 2017. "Sexual exploitation of unaccompanied migrant and refugee boys in Greece: Approaches to prevention." *Plos Medicine* Published: November 22, 2017 <https://doi.org/10.1371/journal.pmed.1002438>

Halkitis, P.N., Valera, P. & Kantzanou, M. (2018). Deterioration in social and economic conditions in Greece impact the health of LGBT populations: a call to action in the era of Troika. *Psychology of Sexual Orientation and Gender Diversity*. Online ahead of print.

- 09.00 – 10.30 Mother and child care /Reproductive health in migrants/refugees (lecture)
- **Apostolos Veizis**, MSF
- 10.30 – 11.30 Violence against migrants/refugees, torture victims, detention centers (lecture)
- **Ioanna Kotsioni**, MSF
- 11.30 – 12.00 Coffee Break
- 12.00 – 14.00 Migration and human trafficking - Unaccompanied minors (video, exercise, lecture)
- **Maria Moudatsou**, Forensic Psychologist , NGO PRAKSIS.
- 14.00 – 14.30 Discussion
Assignment:
- 14.30 Light lunch – End of Day 4
- Assignment** *Reflection #1 is Due*
- 15:00-17:00 Cultural Activity
The National Library at the Niarchos Foundation Center
<https://www.snfcc.org/about/vision/>

Day 5 **Housing Refugees in Athens**

Assigned reading:

Visit to **Eleonas Open Reception Facility of Third-Country Nationals, Athens**. A site that students should compare with VIAL center in Chios

- 09.00 – 14.30 Open discussion with NGO representatives that could be held either within Eleonas camp or in another center.
- Facilitator: **George Koulierakis**, NSPH
- 14.30 Light lunch (catered for group after trip to Eleonas or at Taverna near Technopolis)
Cultural Event
- 15:00-17:00 Archaeological Museum of Kerameikos, and Technopolis
Cultural Events at Technopolis. <http://www.technopolis-athens.com/web/guest/home>

Saturday: Acropolis/Parthenon Visit
9:00-12:00

Sunday: *Travel to Chios Island*

Week 2 – Chios Island*

Site-visits to facilities and organizations in Chios island providing support and care to refugees, asylum seekers and migrants. Short presentations and interaction with key locals regarding their experiences.

Day 6 Chios General Hospital- the only hospital on the island where all migrants/refugees seek health care.

Assigned reading:

Moris, Demetrios and Antonis Kousoulis. 2017. "Refugee Crisis in Greece: Healthcare and Integration as Current Challenges." *Perspectives in Public Health*. 137(6): 309.

Assignment: *Reflection #2 is Due*

Day 7 Vial - hot spot where newly arrived migrants/refugees find shelter and remain till their asylum status is offered or rejected.

Assigned reading:

<https://bmcmmedicine.biomedcentral.com/articles/10.1186/s12916-018-1015-9>

Papataxiarchis, Evthymios. 2016. "Being 'there': At the Front Line of the 'European Refugee Crisis' – Part 1." *Anthropology Today*. 32(2): 5-9.

Day 8 A presentation by the Coast guard of the island and their efforts to save migrants / refugees in the Aegean. Lecture by a specialist on the Management of Grief, Olga Metallinou, psychologist, a topic that the Coast guard considered important and included in their training.

Assigned reading: video 4,1 miles

<https://www.youtube.com/watch?v=R9Tgalqu6hl>

Assignment: *Reflection #3 is Due*

Day 9 Visits at "Arrival spots" and the infrastructure set up by locals in order to provide the basic assistance to the newly arrived.

Assigned reading:

https://www.msf.org/sites/msf.org/files/one_year_on_from_the_eu-turkey_deal.pdf

https://www.msf.org/sites/msf.org/files/harmful_borders_def.pdf

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Day 10

A day with members of NGO'S working on the island such as PRAKSIS, MSF etc.

Assigned reading:

Skleparis, Dimitris and Ioannis Armakolas. 2016. "The Refugee Crisis and the Role of NGOs, Civil Society, and Media in Greece." *Balkan Human Corridor: Essays on the Refugee and Migrant Crisis from Scholars and Opinion Leaders in Southeast Europe* (New York: Columbia University): 171-184.

Assignment: *Group Presentations*

Friday or Saturday Return from Chios to Athens

*The visits on the above locations can change and be fixed last minute according to availability of each body and its staff.

Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The Rutgers School of Public Health Honor Code is found in the student bulletin (sph.rutgers.edu/academics/catalog/index.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the school community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must Apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide

you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at:

sph.rutgers.edu/student_life/computer_requirements.html

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems:

When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without processing an [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the Rutgers School of Public Health's Office of Student Affairs. The Rutgers School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at:

sph.rutgers.edu/academics/registration/school_calendars.html

For additional information about the withdrawal and refund schedule specific to the Rutgers School of Public Health study abroad program, please go to: [\[website TBD\]](#).