

University of Nebraska at Omaha
Office of Latino/Latin American Affairs
LLS 4910/8916-851: Latino Health Issues in the U.S.
Course Outline – Fall 2014

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I. Course Description:

This course will examine Latino health and health disparities through a lens of social, cultural, economic, environmental, and biological factors. We will explore root causes of health inequities, survey major Latino health issues, and analyze the current and future context of Latino health, healthcare, and health justice in the U.S. and in Nebraska.

II. Objectives:

The competencies that class members should develop in this course include the ability to:

1. Recognize key terminology associated with the study of health, health disparities, social determinants of health, health equity, and cultural competency.
2. Recognize cultural aspects that impact health, health seeking behaviors and beliefs, and alternative medicine.
3. Describe the changing demographics of immigration/migration and the implications for health promotion, healthcare access, and delivery of healthcare.
4. Articulate major health issues facing the Latino community in the U.S.
5. Understand how the concepts of race, ethnicity, nationality, acculturation, and legal status affect the health of Latinos in the U.S.
6. Understand and develop strategies and interventions for addressing the health and health-related outcomes of Latinos in the U.S.

III. Policies:

1. Late Assignments: All late assignments will result in a 10% reduction in the final grade. An assignment may be a maximum of three days late, and after the third day, NO points will be awarded. Unless otherwise stated all assignments should be type written (11 point font with 1" margins) and APA formatted.
2. Participation: Class discussions and participation are very important to the topics and issues that we cover in this course, and your participation will affect your grade.
3. Academic Integrity & Plagiarism: All work submitted in this course must be your own. The use of sources (ideas, quotations, and paraphrases) must be properly acknowledged and documented in APA format. The university rules regarding academic honesty will be strictly enforced.

4. Behavior that is disrespectful of others may result in dismissal from class or receipt of a failing grade. Education is not about being right, but about examining and understanding many points of view – even though one may personally disagree with them.

5. Grade Scale:	A+	-	98-100%
	A	-	92-98%
	A-	-	90-92%
	B+	-	88-90%
	B	-	82-88%
	B-	-	80-82%
	C+	-	78-80%
	C	-	72-78%
	C-	-	70-72%
	D	-	60-70%
	F	-	0-60%

IV. Textbook:

There is no assigned text; however, there are a number of readings assigned for each week due to the broad scope of this course. There are also additional optional readings listed for some of the weeks if you have further interest in the subject.

V. Assignments: All assignments will be due by Sunday evening each week.

1. **PhotoVoice Project:** You will be responsible for taking at least 5 photos that depict what is health to you after completing our first two modules. Since we all come from different backgrounds and understand the world differently, this is an opportunity to showcase health from your own perspective. You will need to write a reflective caption for each photo so that the rest of us can better understand your point of view. All photos will need to be uploaded to our class Pinterest site and labeled with your name and the appropriate caption. Pinterest is located at www.pinterest.com. Login with my email address: aramos@unmc.edu and password: healthjustice.
2. **Altar Project:** During our class, we will be discussing culturally defined illnesses, folk healers, and alternative medicine prevalent within Latino cultures. The altar has traditionally been a sacred space for healing, hope, and wishes. We will be creating a virtual altar. You will be responsible for bringing at least 2 photos of items to bring to the altar. You will need to write a reflective caption for each photo so that the rest of us can better understand why you brought that particular item as well as explain its significance you as well as the cultural significance. All photos will need to be uploaded to our class Pinterest site and labeled with your name and the appropriate caption. Pinterest is located at www.pinterest.com. Login with my email address: aramos@unmc.edu and password: healthjustice.
3. **Compromiso Project:** During the last part of our class, we will discuss compromiso and what we can do to improve health within the Latino community. Choose one strategy that we have discussed. You will need to think about what that particular strategy means to you and discuss with a friend or classmate. Then you will draw (by hand) a picture of what that strategy looks like to you? You don't need to be an artist to complete the assignment. You will not be graded on your artistic ability 😊 However, drawing engages another part of our brain. You will post your drawing on Pinterest with a caption that tells what strategy you choose, what that strategy means to you, what your drawing represents, and how that strategy feels to you. Pinterest is located at

www.pinterest.com. Login with my email address: aramos@unmc.edu and password: healthjustice.

4. **Discussion Board:** Throughout the semester, there will be discussion board questions that will be posed to you. You will need to respond to the questions with a thorough and well-thought out response. You will also need to review the posts from your classmates and respond to at least two other learners each week where discussion board posts are required.
5. **Health Topic Briefs:** You will have two health topic briefs to complete. Each brief should be approximately 2-3 pages in length single-spaced.
 - a. **Medline Plus Brief:** MedlinePlus is the National Institutes of Health's Web site for patients and their families and friends (consumer health information site). Produced by the National Library of Medicine, it brings you information about diseases, conditions, and wellness issues in language you can understand. The purpose of this assignment is to get you familiar with basic credible health information. You will use Medline Plus (<http://www.nlm.nih.gov/medlineplus/>) to review and better understand a specific Latino health issue of your choice. Start with a basic key question that you feel would be important for a Latino community member to understand (eg. Why is diabetes prevalent among Latinos? What can I do to prevent diabetes?). Then use Medline Plus to answer the question and provide background information on the issue chosen including its incidence, morbidity, and mortality.
 - b. **Twitter Brief:** Use Twitter to find a Latino health issue that is trending. Try #latinohealth, #healthequity, or #publichealth. Review the tweets that arise from your search. Then pick one that is of interest for you to explore further in depth. Read at least 3-5 sources about the topic and develop a brief outlining this hot and current topic. Make sure to copy the actual tweet(s) to your brief for reference.
6. **Reflective Essay:** Based on everything that you have read and the materials that have been presented. Develop a 5 page, single-spaced reflective essay where you explain your thoughts about the following topic: What kinds of employment, education, housing, immigration, or transportation policies do we need today to promote health equity? What obstacles and opportunities exist within the Latino community? How are strategies for social change different than programs for repairing damage? How would power have to shift? What does that mean for us as a society?
7. **Health Promotion Project:** If you could do one thing to promote and/or improve health in the Latino community, what would it be? This is your opportunity to develop and outline your idea for an intervention or policy initiative to do just this. You will have been exposed to a variety of materials throughout the course and have a better understanding of the issues. Now, you will choose a specific issue, define a target population within the Latino community, and review needs assessment information or develop your own data. You will also need to interview at least one Latino health practitioner. This person could be a medical professional, community health worker, public health leader, or engaged individual with direct experience in the issue that you are working on. First, you will submit your idea/proposal. Once it is approved, then you may move forward with the project where you will combine the surveillance data and literature from best practices, along with the cultural adaptation, and a practical reality to summarize your proposed idea. You will complete the outline template and then prepare a 5 min video presentation of your project outline.
8. **Final Exam**

Please note that graduate students will have one additional expectation for successful completion of this course. Graduate students may choose one option from the following list to complete by the end of the semester:

- Participate in a discussion group on health with instructor. Must come prepared with questions to ask instructor about the practice of public health with Latinos. Additional readings will be assigned for the group meeting.
- Volunteer in an approved Latino community activity such as a health fair where you have the option to engage in the practice of public health with Latinos. Upon completion of activity, you will write a 2-3 page reflective paper on your experience – describe your expectations, compare and contrast your experience, and discuss the relevance of this activity in light of the concepts and ideas that have been presented in class.
- Add additional 3-5 pages onto reflective essay (total of 8-10 pages). Essay should be reflective but also include relevant research supporting your thoughts. Look for at least 3-5 additional external and/or peer reviewed sources to support your perspective.

VI. Evaluation of the Final Grade:

PhotoVoice Project	150 pts	
Altar Project	75 pts	
Compromiso Project	50 pts	
Discussion Board	210 pts (14 x 15 pts)	
Health Topic Briefs	150 pts (2 x 75 pts)	
Reflective Essay	125 pts	
Health Promotion Project Idea Proposal	25 pts	
Health Promotion Project	115 pts	
Final Exam	100 pts	
Undergraduate Total	1000 pts	100.00%
**Graduate Requirement	100 pts	
Graduate Total	1100 pts	100.00%

VII. Other important notes:

The Writing Center provides free consulting services to any UNO student, faculty or staff member. The center’s trained consultants can help you with your writing assignments or other projects. Consultation can be valuable at any stage of the writing process, whether you are just starting to gather ideas or finishing a final draft. Make an appointment by visiting the Writing Center web site (<http://www.unomaha.edu/writingcenter>) or stop by Arts and Sciences Hall, room 150.

In accordance with the provisions of the Americans with Disabilities Act (ADA), if you require any special assistance or adaptations to participate in this course, please contact your instructor immediately.

VIII: Tentative Schedule of Assignments: Changes may be made by instructor throughout the course and additional readings may be made available. Discussion questions may change as we move throughout the semester; however, the most up-to-date questions will be posted through the Discussion Board on Blackboard for each week.

Week	Topic	Readings	Assignments
Aug. 25	Course Overview Key Concepts <ul style="list-style-type: none"> • Biomedical Model • UN Declaration of Human Rights • Health • Health Disparities • Social Determinants of Health • “Agency” • Socio-ecological Model • Public Health Functions • Cultural Competency • CLAS Standards 	<ol style="list-style-type: none"> 1. Critical Thinking: Concepts & Tools (Paul & Elder) 2. The Health of U.S. Racial & Ethnic Populations (Williams) 3. What Health Care Consumers Need to Know About Racial and Ethnic Disparities in Healthcare (IOM) 	DISCUSSION BOARD POST: Introduce yourself to your classmates REVIEW WEBSITE: WHO Definition of Health http://www.who.int/trade/glossary/story046/en/ VIDEO: Unnatural Causes, In Sickness & In Wealth (1 hr) DISCUSSION BOARD POST & RESPONSE: What did you find most interesting about this week’s material? How did it change your thinking on health?
Sept. 1	Key Concepts <ul style="list-style-type: none"> • Biomedical Model • UN Declaration of Human Rights • Health • Health Disparities • Social Determinants of Health • Socio-ecological Model • Public Health Functions • Cultural Competency • CLAS Standards 	<ol style="list-style-type: none"> 1. Achieving Health Equity: From Root Causes to Fair Outcomes http://www.v2020la.org/pub/PUBLICATIONS_BY_TOPICS/VARIOUS/Achieving%20health%20equity....pdf 2. National Standards Fact Sheet https://www.thinkculturalhealth.hhs.gov/pdfs/NationalCLASStandardsFactSheet.pdf 3. National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care https://www.thinkculturalhealth.hhs.gov/Content/clas.asp <p>OPTIONAL:</p> <ol style="list-style-type: none"> 1. The Spirit Level: Why More Equal Societies Almost Always Do Better (Wilkinson & Pickett) 	VIDEO: Unnatural Causes, Place Matters (30 min) PROJECT: Photovoice What is health? Take 5 photos about what is your idea of health and write a caption about what each photo means. Include your name in the caption. Post all photos on Pinterest. Login: aramos@unmc.edu Password: healthjustice DISCUSSION BOARD POST & RESPONSE: What did you learn from viewing others’ ideas about health? How did seeing something from another’s eyes help you to understand their position?
Sept. 8	Migration & Impact on Health <ul style="list-style-type: none"> • Latino Health Paradox 	<ol style="list-style-type: none"> 1. “Fresh Fruit, Broken Bodies” (Chapters 4-5) 2. Migrant Farmworker Stress: Mental Health Implications (Hiott, et.al.) http://www.cpc.org/cpca2013 	VIDEO: Unnatural Causes, Becoming American (30 min) REVIEW WEBSITE: Migrant Health eligibility and service locations in Nebraska

		<p>/assets/File/Policy-and-Advocacy/Active-Policy-Issues/MSFW/MSFW_Migrant_Farmworker_Stress.pdf</p> <p>3. Toward a Dynamic Conceptualization of Social Ties and Context: Implications for Understanding Immigrant and Latino Health (Viruell-Fuentes & Schultz)</p> <p>OPTIONAL:</p> <p>1. Delivery of Health Services to Migrant and Seasonal Farmworkers (Arcury & Quandt)</p>	<p>http://dhhs.ne.gov/publichealth/Documents/CHC_IHS.pdf</p> <p>DISCUSSION BOARD POST & RESPONSE:</p> <ol style="list-style-type: none"> 1. The video focuses on the “Latino Paradox,” stating that despite higher rates of poverty and lack of insurance, and lower use of health services, Latino immigrants to the United States tend to have lower mortality and morbidity rates than non-Hispanic whites. What explanations does the video offer for this paradox? 2. The video reports that social isolation is on the rise in the U.S. What are the causes of social isolation? What efforts or opportunities exist in your community to decrease social isolation and provide members with a sense of belonging and connection? What might be done to strengthen, sustain, or expand those efforts?
Sept. 15	Overview Latino Health Issues	<ol style="list-style-type: none"> 1. Health Profile of Nebraska’s Latino Population (Ramos, et.al.) http://unmc.edu/publichealth/crhd/docs/HealthProfileReport201303112013.pdf 2. Study of Latinos: Hispanic Community Health Study http://www.hispanichealth.org/uploads/2/5/8/7/25879931/healthstudy_final.pdf 	<p>REVIEW WEBSITE: http://familiesusa.org/product/latino-health-disparities-compared-non-hispanic-whites</p> <p>DISCUSSION BOARD POST & RESPONSE:</p> <ol style="list-style-type: none"> 1. If you had to choose one, what Latino cultural belief do you think is most important to focus on when discussing health and healthcare issues? Why? 2. What role has

			discriminated played in your ability to access healthcare (if any)? Explain.
Sept. 22	<p>CUERPO: Overview Latino Health Issues</p> <ul style="list-style-type: none"> • Children’s Health • Oral Health • Adolescent Development 	<ol style="list-style-type: none"> 1. 40 Developmental Assets 2. Addressing the Social Determinants of Children’s Health: A Cliff Analogy (Jones et.al) 3. Overweight & Obesity Among Latino Youth (RWJF) http://www.rwjf.org/content/dam/web-assets/2010/05/overweight-and-obesity-among-latino-youths 4. Oral Health & Latinos in the U.S. http://mahrc.ucdavis.edu/documents/fact_sheets/oral%20health_english.pdf <p>OPTIONAL:</p> <ol style="list-style-type: none"> 1. Promising Practices to Reduce Obesity http://www.phi.org/news-events/451/promising-strategies-for-reducing-obesity-in-the-latino-community 	<p>VIDEO: Latino Children’s Obesity http://youtu.be/pnfZvxXITlc</p> <p>VIDEO: Food Marketing & Consequences for Latino Children http://www.youtube.com/watch?v=PA6SXGpbLks</p> <p>DISCUSSION BOARD POST & RESPONSE:</p> <ol style="list-style-type: none"> 1. Describe at least two key messages/sound bites that would be important to share within the Latino community to improve children’s health. Why did you choose these two? 2. Present and support one idea for how we as a community can develop and strengthen assets among Latino youth.
Sept. 29	<p>CUERPO: Overview of Latino Health Issues</p> <ul style="list-style-type: none"> • Women’s Health • Reproductive Health • Men’s Health 	<ol style="list-style-type: none"> 1. The Implications and Impact of Race on the Health of Hispanic/Latino Males (Borrell & Rodriguez) 2. Impact of Alabama’s Immigration Law on Access to Health Care Among Latina Immigrants and Children: Implications for National Reform (White, et. al) 3. Occupational Exposures and Health Outcomes Among Latina Hotel Cleaners (Hsieh) 	IDEA PROPOSAL: Health Promotion Intervention or Policy Initiative Topic or Area of Interest
Oct. 6	<p>CUERPO: Overview of Latino Health Issues</p> <ul style="list-style-type: none"> • Sexual Health • LGBT Health • LULAC Survey 	<ol style="list-style-type: none"> 1. Family Rejection as a Predictor of Negative Health Outcomes in White and Latino Lesbian, Gay, and Bisexual Young Adults (Ryan, et.al.) 2. Hispanic LGBT Older Adult Needs Assessment (NHCOA) 	<p>WEBINAR: Rural Latino LGBT HIV Prevention: Community Building and Access to Care (Fenway Institute) http://www.lgbthealtheducation.org/training/online-courses/continuing-</p>

		<p>http://www.nhcoa.org/wp-content/uploads/2014/02/NHC-OA-Hispanic-LGBT-Older-Adult-Needs-Assessment-In-Their-Own-Words.pdf</p> <ol style="list-style-type: none"> 3. Sexual Communication and Sexual Behavior Among Young Adult Heterosexual Latinos (Alvarez, et. al) 4. Exploring the Sexual Health Priorities & Needs of Immigrant Latinas in the Southeastern U.S. (Cashman, et. al) 5. [Webinar SLIDES]Rural Latino LGBT HIV Prevention: Community Building and Access to Care (Fenway Institute) http://www.lgbthealtheducation.org/wp-content/uploads/Rural-Latino-LGBT-HIV-Prevention.pdf 	<p>education/?y=61</p> <p>DISCUSSION BOARD POST & RESPONSE:</p> <ol style="list-style-type: none"> 1. How might being an LGBT person who is also Latino/Hispanic change that person's understanding of their identity? There may be places where you feel you're only able to bring one of your identities (example: your Latino/Hispanic identity but not your feminist identity or your African-American identity but not your Republican identity). Where are these spaces? How could this affect their health? What can we do to support individuals so that they can bring all of their identities? 2. Think about the different factors that can influence sexual decision-making. What kinds of things influence a person to have or not have sex? Or safe sex? Describe any specific cultural factors discussed in this week's reading or webinar that could influence healthy sexual decision-making among Latinos? <p>OPTIONAL SPANISH WEBINAR: Calidad de cuidado para lesbianas, gays, bisexuales, transgéneros y transexuales: Eliminando la invisibilidad y las disparidades en salud (Fenway Institute) http://www.lgbthealtheducation.org/training/online-</p>
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			courses/continuing-education/?y=26
Oct. 13	<p>CUERPO: Overview Latino Health Issues</p> <ul style="list-style-type: none"> Chronic Conditions (CVD/Cancer) 	<ol style="list-style-type: none"> An Inside Look at Chronic Disease and Health Care among Hispanics in the United States (NCLR) http://www.nclr.org/images/uploads/publications/Chronic_Disease_Report_2014.pdf Health Needs of Latina Women in Central Illinois: Promoting Early Detection of Cervical and Breast Cancer (Buki, Mayfield, Andrade) The State of Diabetes Among Hispanics http://www.hispanichealth.org/uploads/2/5/8/7/25879931/stat_eofdiabetes2010_copy.pdf 	<p>VIDEO: Latinos & Heart Disease http://youtu.be/a31wJr1cdms</p> <p>DISCUSSION BOARD POST & RESPONSE: Find at least two resources specifically for Latinos who have chronic health conditions. Share these resources including name, web link, and basic description of services provided.</p>
Oct. 20	<p>CORAZÓN: Overview Latino Emotional Health Issues</p> <ul style="list-style-type: none"> Historical Trauma Mental Health Substance Use Violence Racial Healing 	<ol style="list-style-type: none"> Community Defined Solutions for Latino Mental Health Care Disparities (USC) http://www.ucdmc.ucdavis.edu/newsroom/pdf/Latino_mental_health_report-6-25-2012-1.pdf Latino Family Mental Health: Exploring the Role of Discrimination and Familismo http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2947026/pdf/nihms235130.pdf A Syndemic Model of Substance Abuse, Intimate Partner Violence, HIV Infection, and Mental Health Among Hispanics http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3137267/pdf/nihms-285994.pdf 	<p>VIDEO: La Cultura Cura: Transformational Health and Healing: Chicano and Latino Focus http://youtu.be/yQ0B9F8YDgE</p> <p>VIDEO: Mental Health – A Guide for Latinos & Their Families http://youtu.be/7QgVi7suKvs</p> <p>ACE ASSESSMENT http://www.acestudy.org/files/ACE_Score_Calculator.pdf</p> <p>DISCUSSION BOARD POST & RESPONSE:</p> <ol style="list-style-type: none"> Think of just one word, phrase, or image that relates to why you think it is difficult for us to talk about mental health issues. In your experience, how are mental health issues in the community intertwined with issues of substance abuse? How are they intertwined with physical health on an individual or community

			<p>level?</p> <p>OPTIONAL: VIDEO: The Role of Culture in Treatment for Latinos with Substance Abuse Issues http://www.youtube.com/watch?v=AXi71Shk-k0</p> <p>SPANISH VIDEO LECTURE: (Antonia Correa, MA)</p>
Oct. 27	<p>CORAZÓN: Traditional Healers, Folk Illnesses, and Alternative Medicine</p> <ul style="list-style-type: none"> • Susto • Nervios • Mal de Ojo • Caída de la Mollera • Empacho • Envidia • Curandero/as • Altar 	<ol style="list-style-type: none"> 1. A Review of Curanderismo and Healing Practices Among Mexicans and Mexican Americans (Montiel et.al.) http://pzacad.pitzer.edu/~hfairc/hi/pdf/psychology/Therapy%26Diversity/Tafur(2009)Curandismo.pdf 2. Plants Used in Traditional Medicine <p>Choose one additional article to read from Blackboard folder based on your interests.</p> <ol style="list-style-type: none"> 1. A Cross Cultural Approach to the Study of the Folk Illness Nervios (Baer, et.al.) 2. The History of the Evil Eye and Its Influence on Ophthalmology, medicine and Social Customs (Bohigian) 3. A Study of the Beliefs and Birthing Practices of Traditional Midwives in Rural Guatemala (Lang & Elkin) 4. A Visit with a Curandero (Mull & Mull) 5. The Epidemiology of a Folk Illness: Susto in Hispanic America (Rubel) 6. Susto and Mal de Ojo among Florida Farmworkers: Emic and Etic Perspectives (Baer & Bustillo) 7. Woman Who Glows in the Dark (Avila) 8. Curanderismo (Trotter II & 	<p>PROJECT: Altar Please post at least 2 photos of items to include on our class altar. Photos should represent healing, hope, and wishes. Include your name in the caption. Post all photos on Pinterest. Login: aramos@unmc.edu Password: healthjustice</p> <p>DISCUSSION BOARD POST & RESPONSE:</p> <ol style="list-style-type: none"> 1. In your opinion, what is the relationship between curanderismo, traditional, or alternative medicine and Western biomedicine (if any)? Explain your thoughts and incorporate what you learned from reading your article of choice. 2. Reflect on your own cultural beliefs and discuss any “aha” moments you had after viewing other students’ items that were given on the virtual altar.

		Chavira) 9. Bless Me Ultima (Anaya)	
Nov. 3	COMPROMISO: Health Literacy <ul style="list-style-type: none"> Consumer Health Information Resource Service (CHIRS) 	<ol style="list-style-type: none"> What We Know About Health Literacy (CDC) http://www.cdc.gov/healthliteracy/training/index.html Acculturation among Latino Primary Caregivers and Physician Communication: Receipt of Advice Regarding Healthy Lifestyle (Arellano-Morales & Wood) 	<p>VIDEO: Health Literacy: Learning is the Best Medicine http://www.youtube.com/watch?v=qRO2fjqVrs#t=31</p> <p>WEB COURSE: Health Literacy for Public Health Professionals http://www.cdc.gov/healthliteracy/training/index.html</p> <p>HEALTH TOPIC BRIEF: Use MedLine Plus to better understand a major Latino health issue.</p>
Nov. 10	COMPROMISO: Promising Practices <ul style="list-style-type: none"> NREPP The Community Guide Language Access and Interpreters Outreach: Promotor(es) de Salud Health Education: Popular Education/ Storytelling Novelas (radio, Foto, TV) 	<ol style="list-style-type: none"> Strategic Framework for Improving Racial/Ethnic Minority Health and Eliminating Racial/Ethnic Health Disparities http://minorityhealth.hhs.gov/images/78/printframework.htm Defining Popular Education https://www.uni-due.de/imperia/md/content/eb-wb/defining_popular_education.pdf Development of a <i>Radionovela</i> to Promote HPV Vaccine Awareness and Knowledge Among Latino Parents http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3234394/pdf/hr127000130.pdf 	<p>REVIEW WEBSITE: http://www.thecommunityguide.org/toolbox/index.html</p> <p>VIDEO: Community Health Workers http://youtu.be/puNgGOEdMtQ?list=PLGGSpdQIOqbniv0g4XZQKqWvI66EaeeUH</p> <p>HEALTH TOPIC BRIEF: Use Twitter to find a Latino health issue that is trending. Try #latinohealth, #healthequity, or #publichealth. Read at least 3-5 sources about the topic and develop a brief outlining this hot topic. Make sure to copy the tweet(s) to your brief.</p> <p>DISCUSSION BOARD POST & RESPONSE:</p> <ol style="list-style-type: none"> Why is it important to use professional interpreters rather than family members as interpreters? How could popular education techniques build more empowered communities and improve health outcomes? Give an example.
Nov.	COMPROMISO: Promising	1. "The Power of Collaborative	VIDEO: Teddy Cruz: How

17	<p>Practices</p> <ul style="list-style-type: none"> • Collaborative Solutions • Community Organizing • Appreciative Inquiry • Design Thinking 	<p>Solutions” (Chapter 1-2)</p> <ol style="list-style-type: none"> 2. Appreciative Inquiry: A Positive Approach to Change (Thomas) http://www.ipspr.sc.edu/ejournal/ejournal0611/appreciative%20inquiry.pdf 3. Design Thinking (Brown) HBR 4. Health Promotion Planning http://www.thcu.ca/infoandresources/publications/planning.wbk.content.apr01.format.oct06.pdf <p>OPTIONAL:</p> <ol style="list-style-type: none"> 1. A Positive Revolution in Change: Appreciative Inquiry (Cooperrider & Whitney) http://www.tapin.in/Documents/2/Appreciative%20Inquiry%20-%20Positive%20Revolution%20in%20Change.pdf 2. Pedagogy of the Oppressed (Freire) 	<p>Architectural Innovations Migrate Across Borders https://www.ted.com/talks/teddy_cruz_how_architectural_innovations_migrate_across_borders</p> <p>DISCUSSION BOARD POST & RESPONSE: What are the strengths of the Latino community to promote health? Why?</p> <p>PROJECT: Compromiso Discuss one of the strategies that we have covered (ie. community organizing, appreciative inquiry, design thinking, etc.) and what it means to you with a friend or classmate. Draw what it looks like to you and post all drawings on Pintrest. In your caption for your drawing, please write what strategy you chose, what the strategy means to you, what your drawing represents, and what the strategy feels like to you. Login: aramos@unmc.edu Password: healthjustice</p>
Nov. 24	<p>COMPROMISO: Promising Practices</p> <ul style="list-style-type: none"> • Community Engaged Strategic Planning • Social Marketing 	<ol style="list-style-type: none"> 1. Cultural Geography & Place Based Problem Solving http://www.thepraxisproject.org/sites/default/files/Miles/201201/Cultural%20Geography%20and%20Place-Based%20Problem%20Solving.pdf 2. Social Marketing for Public Health http://samples.jbpub.com/9780763757977/57977_ch01_final.pdf <p>OPTIONAL:</p> <ol style="list-style-type: none"> 1. Social Media Toolkit (CDC) http://www.cdc.gov/socialmedia/tools/guidelines/index.html 	<p>REVIEW WEBSITE & TOOLS: http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/vmosa/main</p> <p>DISCUSSION BOARD POST & RESPONSE: Think of a recent health social marketing campaign that you have seen. What was the campaign? Where did you see it? What was the message? How did it impact you?</p>
Dec. 1	<p>COMPROMISO: Policies & Impact on Improving Health</p>	<ol style="list-style-type: none"> 1. Closing the Gap in a Generation http://whqlibdoc.who.int/hq/2008/who_ier_csdh_08.1_eng.p 	<p>VIDEO: Fundamentals of Outreach & Enrollment for Latinos http://vimeo.com/72494667</p>

	<ul style="list-style-type: none"> • Communication • Affordable Care Act (ACA) • Health Impact Assessments • Advocacy 	<p>df</p> <ol style="list-style-type: none"> 2. Advancing Health Equity (CDC) http://www.cdc.gov/nccdphp/dch/pdf/HealthEquityGuide.pdf 3. Treatment of U.S. Citizens and Immigrants Under the Affordable Care Act (NCLR) http://www.nclr.org/images/uploads/pages/Treatment%20of%20US%20Citizens%20and%20Immigrants%20in%20HCR%2012113.pdf <p>OPTIONAL:</p> <ol style="list-style-type: none"> 1. Communicating for Health Justice (Praxis Project) http://www.thepraxisproject.org/sites/default/files/Miles/201204/Communicating%20for%20Health%20Justice.pdf 2. Using Our Voices: Forging a Public Health Practice for Social Justice http://members.rootsofhealthinequity.org/system/files/uploads/files/Naccho_Chapter_16_pp296-306.pdf 	<p>VIDEO: Barriers & Challenges on Outreach & Enrollment in Latino Communities (start at 7:45 min) http://vimeo.com/73896535</p> <p>VIDEO: Latino Language Access & Affordable Care Act http://youtu.be/TnaHUxOcfhs</p> <p>ESSAY: Self Reflection What kinds of employment, education, housing, immigration, or transportation policies do we need today to promote health equity? What obstacles and opportunities exist within the Latino community? How are strategies for social change different than programs for repairing damage? How would power have to shift? What does that mean for us as a society?</p>
Dec. 8	Presentations		<p>PROJECT: Develop a Health Promotion Intervention or Policy Initiative for the Latino community (OUTLINE & VIDEO PRESENTATION)</p> <p>DISCUSSION BOARD POST & RESPONSE: Watch at least two of your classmates' video presentations. Provide them constructive feedback on their ideas: What you think may be successful about their intervention or policy initiative? What may need be reworked? What other resources may be incorporated or consulted?</p>
Dec. 15			FINAL EXAM DUE by December 19, 2014 at 5pm