

Spanish 2504/Comm 2704

Language, Culture and Communication in Latino Health

Instructors

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COURSE MEETING DAYS/TIMES

OSU: Tuesdays/Thursdays, 1:50-2:45 PM
 SWCA: Monday-Friday, 12:29 - 1:18 PM

COURSE LOCATION

2150 Smith Lab (OSU)

COURSE DESCRIPTION

This course will examine the ways in which language, culture and communication shape the health and healthcare experiences of Latinos in the United States. We will look particularly at the individual and social factors that contribute to health inequalities

among this group, and identify health and communication strategies for improving Latino Health. Students in this course will learn key theories and techniques for developing culturally and linguistically appropriate health communication interventions. Through community partnerships, students will also develop a health communication intervention for Spanish-speaking patients.

COURSE GOALS

By the end of the semester, students will articulate an understanding of the: (1) overall health of the U.S. Latino population, (2) causes of Latino health and communication disparities, (3) language issues arising in health service delivery that may contribute to Latino health disparities, (4) impact of culture on health beliefs and behaviors, (4) process for developing culturally-appropriate health communication interventions, and (6) most effective health communication strategies for Latinos.

COURSE ASSIGNMENTS

The following is a list of assignments for the course and their point values. You may view your grade any time in Canvas. This course uses the standard OSU grade percentages (for A,B, C, etc.) and, at this time, grades are not curved nor will we round grades up (i.e., your final grade in Canvas is your final grade). Should you have any questions or concerns in regards to assignments or your grade, please talk with your instructor.

Midterm & Final Exam (100 points)

Students will take a midterm and final exam in this course. You will be tested on information from all aspects of the course. Both exams are worth 50 points each.

Health Education Intervention (175 points)

You will work in teams to develop a culturally and linguistically appropriate, theory-based, health communication intervention for Spanish-speaking patients to address a known knowledge gap among patients at the clinic. Example interventions might include a clinic-based poster campaign, patient brochure, waiting room video, clinic event or lecture, or public-service announcement. You will develop these materials using information gathered from your observations at the clinic, clinic staff, and background research.

Please Note: To develop the intervention, your team must spend time at the clinic and/or talking with members of the community regarding your intervention materials. Your grade will be based on five group assignments (i.e., milestones). Each assignment focuses on a step in the intervention development process and culminates in the creation of a final intervention plan to be shared with the clinic.

Milestone Assignment 1: Background Research & Audience Analysis (50 points)

Milestone Assignment 2: Overall Intervention Strategy (25 points)

Milestone Assignment 3: Sample Messages and Materials (25 points)

Milestone Assignment 4: Message Testing Responses (25 points)

Milestone Assignment 5: Final Intervention Plan (updated milestones 1-4; 50 points)

Peer Evaluations (20 points)

You will be assessed not only on the intervention your group produces, but also on your participation in the group. Members of each group will be evaluated by their peers at the conclusion of milestone 2 and 4. Confidential peer/self evaluations will be completed online -- only your instructors will see the scores that you assigned to your group members. Each peer evaluation is worth 10 points. As long as your average peer evaluation score is a seven (7) or below, you will receive all the points. If your score is *below* seven, you will receive a score of zero for your peer evaluation score. Failure to submit peer evaluations correctly and/or on time will result in a score of zero for your entire evaluation grade.

Learning Reflections (50 points)

This course includes two sections – one at OSU and the other at South-Western Career Academy. Although the two classes do not meet at the same time, learning reflections will provide a space for interaction between the two groups. You will be asked to reflect and comment several times throughout the semester on your reactions to course material, experiences working in the community, and development of your intervention (including challenges, insights and questions). These assignments and posts (of varying point values) are designed to help you apply course concepts, reflect on your experiences at the clinic, and seek feedback from your peers. Your grade for your reflection will be based on your responses and, in some cases, your responses to others.

Final Presentation (25 points)

Your service learning experience will culminate in a presentation for clinic staff, fellow students and invited guests. Included in this presentation should be an overview of the development and creation of your health

communication intervention and the final materials that your group developed. Your group will be evaluated on your presentation skills, as well as how you handle questions and comments.

Final Reflection Essay (50 points)

A final, four-page (double spaced, typed) essay will round out the course. In this essay we will ask you to reflect on the ways that course concepts and skills connected with your work at the clinic developing your intervention, using concrete examples. We will also ask you to articulate specific knowledge and understanding gained regarding Latino Health (particularly key issues faced by this population, resources, assets and cultural factors) and the impact of your work on yourself, the organization and the larger community.

Participation Points (20 points)

A participation grade will be assigned by your instructors at the end of the course based on your weekly class attendance (10 points) and your participation in class activities and discussions (10 points).

REQUIRED TEXTS/READINGS

There is no textbook required for this course; instead, we will assign readings, video viewings and/or activities each week that will be posted on Canvas. All readings and activities will be posted in the module for each class. Please be sure to review each module prior to class.

COURSE POLICIES

Attendance

Attendance and participation are mandatory. You must come to class **every week** and you must be ready to participate actively in class discussion as well as small group activities. Remember that attendance factors into your participation grade, and will likely impact your peer evaluation score.

Technology Use

Technology is welcomed in this course. We understand the value of having computer access in the classroom, and may even ask you bring a computer on occasion, but we reserve the right to institute a technology policy if your usage becomes problematic or distracting to the class. We also reserve the right to ask everyone to “unplug” or put away technology for the day if we see students using technology for non-class purposes.

Assignment Due Dates

Due dates for this course are firm. If you do not turn an assignment in on time, you will receive zero points for that assignment. We will make exceptions for university-excused absences and unavoidable circumstances (e.g., deaths, personal/family illness and emergencies) with written verification, but we ask that you inform us at least 24 hours in advance if possible. After one week past the due date you will not be allowed to turn in assignments for credit, even if you have verification, if we have not heard from you.

Make-up Exams and Presentations

If you are not in class on the scheduled day to take an exam or to participate in the group presentation you will receive a score of zero. Make-up exams and presentations will be arranged for university-excused or unavoidable circumstances (e.g., deaths, personal/family illness and emergencies), but *only* with written verification. Proper documentation must be submitted within 72 hours of your absence. We also ask that you inform us of these types of situations in advance when possible.

Communication

There is a Canvas site for this course where readings will be posted, along with grades and other course information and assignments. Prior to each class, we will post a module for that class that includes readings, viewings, online discussions, etc. It is your responsibility to review modules prior to class. It is also your responsibility to check Canvas regularly for announcements and updates. You can (and should) also set-up Canvas so that copies of announcements and e-mails are also sent to your e-mail. E-mail is the easiest and quickest way to get in touch with your instructors if you need something quickly.

Classroom Environment

Our goal is to create a classroom climate where students feel comfortable participating in class activities and discussions, and sharing their thoughts and opinions. To this end, we ask that you be tolerant and respectful towards each other and others' point of view. This is a particularly important to remember when responding to student posts in the discussion board in Canvas

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>).

Accommodations

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Statement on Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Course Schedule

Week	Dates	Topic	Due Dates
1 (1/8)	Class 1	Introductions	
	Class 2	Health of Hispanics in the U.S.	
2 (1/16)	Class 1	Introduction to Health Communication Discussion of Intervention Project & Clinic Visit	
	Class 2	Causes of Health Inequalities: An Overview	
3 (1/23)	Class 1	Social Ecology of Latino Health	
	Class 2	Latino Health Paradox	
4 (1/30)	Class 1	Latinos and Health Care in the U.S.	
	Class 2	Latinos and Health Care in the U.S. Familism & Medical Decision Making	
5 (2/6)	Class 1	Language Use, Access & Cultural Competency	
	Class 2	Effective Strategies to Improve Latino Health (telenovelas, promotores, etc.)	
6 (2/13)	Class 1	Effective Strategies to Improve Latino Health (telenovelas, promotores, etc.)	
	Class 2	Exam #1	
7 (2/20)	Class 1	Overview of the Intervention Process Intervention Background Research	
	Class 2	How do you change behavior? Theories of Behavior Change	
8 (2/27)	Class 1	Influence of Latino Culture on Health Beliefs/Practices	
	Class 2	Milestone #1 Work Day	Milestone #1 (3/3)
9 (3/6)	Class 1	Obesity Perceptions & Prevention: Mexico vs. U.S.	
	Class 2	Developing an Intervention Strategy	
10 (3/20)	Class 1	Milestone #2 Work Day	Milestone #2 (3/24)
	Class 2	Health Communication Message Design Principles	
11 (3/27)	Class 1	Translation	
	Class 2	Health Literacy & Numeracy	
12 (4/3)	Class 1	Conducting Formative Research for Interventions (OSU – please plan to attend clinic on 4/4 & 4/11)	Milestone #3 (3/31)

	Class 2	Providing Culturally Competent Care in Medicine	
13 (4/10)	Class 1	Exam #2	
	Class 2	Making Sense of Formative Research	
14 (4/17)	Class 1	Presentation/Intervention Work Day	Milestone #4 (Monday 4/17)
	Class 2	Final Presentations @ OSU (SWCA Online)	
16 (4/24)	Finals Week	Final Presentations @ SWCA (OSU Field Trip) Day and Time, TBD	Milestone #5 (4/24) Final Reflection

Important Dates for the Semester

January 9 – Classes start at OSU

January 16 -- Martin Luther King Holiday (no class)

January 18 – Classes start at SWCA

March 13-17 – OSU Spring Break

March 20-24 – SWCA Spring Break

April 24 – Last Day of Classes @ OSU

April 26-May 2 – Finals Week @ OSU

April 26 (2-4 PM) – Final Exam Period (OSU)