

Spanish 2504/Comm 2704

Language, Culture and Communication in Latino Health

Instructors

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Community Partner

La Clinica Latina
Rardin Family Practice
2231 North High Street
Columbus, OH 43201
(614) 832-646
*Hours: First/Third Tuesday
5:00-9:00 PM*

Clinic Contact: Elena Costello
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COURSE MEETING DAYS/TIMES

Tuesdays/Thursdays, 3:55-5:15 PM

COURSE LOCATION

Journalism Building, Room 375

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 a partnership with La Clinica Latina, 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. major language issues arising in health service delivery that may contribute to Latino health disparities.
4. impact of culture on Latino health beliefs and behaviors.
5. process for developing culturally-appropriate, community-based health communication interventions.
6. major theories guiding the development of health communication interventions.
7. effective evidence-based health communication strategies for Latinos.

GE CATEGORY: Social Diversity in the United States

GE EXPECTED LEARNING OUTCOMES:

GE Category	Expected Learning Outcome	Spanish 2504/Comm 2704
Social Diversity	Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.	Students describe and evaluate the role of race, class, and ethnicity as manifested in linguistic, cultural, and communicative expression and interaction in the institutions that participate in the health delivery system in the United States
	Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others	Students recognize the role of social diversity in their own attitudes and values regarding health and access to healthcare
Service Learning	Students make connections between concepts and skills learned in an academic setting and community-based work	Students make connections between theoretical approaches to health communication and their application in underserved, Spanish-speaking communities
	Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working	Students demonstrate an understanding of the cultural, linguistic, social, and economic barriers to healthy living faced by patients at Clinica Latina
	Students evaluate the impacts of service-learning activities	Students conduct assessment of health communication interventions

COURSE ASSIGNMENTS

Midterm & Final Exam (200 points)

Students will take a midterm and final exam in this course. The midterm exam will cover topics from Section 1, while the final will cover material from Section 2. You will be tested on information from all aspects of the course (i.e., course readings, lectures and class discussions). Both exams are worth 100 points each.

Development of a Community-Based Health Communication Intervention (200 points)

For the service-learning portion of this course, you will work in teams to develop a culturally and linguistically appropriate, theory-based, health communication intervention for Spanish-speaking patients at La Clinica Latina in Columbus. The intervention will address a known knowledge gap among patients at the clinic. This semester we will focus on issues related to medication adherence (e.g., proper medication dosing, refilling medication and taking prescription drugs until they are completed). 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.

We will learn the basic steps for developing culturally-appropriate communication interventions in this course. Your grade on the health communication intervention will be based on four group assignments (i.e., milestones), each worth 50 points each. Each assignment focuses on a step in the intervention development process, culminating in the creation of a theory-based, pilot-tested, health communication intervention.

Milestone Assignment 1: Background Research (50 points)

Milestone Assignment 2: Intervention Strategy and Sample Messages (50 points)

Milestone Assignment 3: Message Testing Results (50 points)

Milestone Assignment 4: Final Intervention Materials (50 points)

Please Note: To develop the intervention, you must spend time at the clinic. You are required to volunteer/observe ONCE at the beginning of the semester. In the second half of the semester, you must attend the clinic TWICE to develop/pre-test your health communication intervention with clinic patients and staff.

Therefore, you must be available on Tuesday evenings from 5-9 PM. La Clinica Latina is operated on OSU's main campus on High Street (free parking is available in the back of the building).

Peer Evaluations (20 points)

Please note that you will be assessed not only on the intervention your group produces, but also on your participation in the group. Thus, members of each group will be evaluated by their peers at the conclusion of each milestone 2 and 4. Group members also will complete a self-evaluation at each milestone. Peer/self evaluations will be completed online using the form posted in Carmen. Although you will provide your name when completing your evaluation, **only** your instructors will see the scores that you assigned to your group members. Evaluations must be completed accurately, honestly and on time. Failure to submit peer evaluations correctly and/or on time will result in a score of zero for your entire evaluation grade. 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 you score is *below* seven, you will receive a score of zero for your peer evaluation score.

Reflection Posts/Responses (50 points)

You will be asked to reflect upon your personal experiences at La Clinica Latina via **two** discussion board posts on Carmen and to comment on posts made by your peers. If you observed/worked at the clinic in a given week, you will have until the next class meeting to post a short reflection paragraph (400-500 words). This means that if you went to the clinic on Tuesday you would have until the beginning of class on Thursday to complete the assignment. If you did *not* write a reflection for that week, you must comment on *at LEAST* one response before the next class meeting (the following Tuesday). If you wrote a reflection post that week you don't need to comment on others. In the first post, you will reflect upon your time volunteering and observing at the clinic and how those experiences relate to course material. In the second post, you will reflect upon your experiences at the clinic developing the intervention, including challenges, insights and questions for the class. These posts are designed to help you apply course material, reflect on your experiences at the clinic, and seek feedback from your peers. Your grade for your reflection will be based on your responses to others' reflection posts (20 points (4 responses, 5 points each), in addition to what you write in your post (30 points (two posts, 15 points each).

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 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) through the experience, and the

impact of your work at the clinic on yourself, the organization and the larger community. There may be some overlap between this essay and your discussion posts, which is fine. Just be sure to link observations from those discussion posts to course material/concepts in this final essay.

Group Presentation (50 points)

Your service learning experience will culminate with a presentation for La Clinica Latina staff and invited guests. This event will provide you an opportunity to share your work with clinic staff, community partners and volunteers, and to reflect upon your service learning experience. Included in the presentation should be an overview of the development and creation of your health communication intervention and final copies of materials that you developed. Your group will be evaluated on your presentation by faculty members, peer students, clinic staff and community members.

Participation Points (30 points)

A participation grade will be assigned by your instructors at the end of the course based on your class attendance (5 points) and participation in class activities and discussions (5 points), as well as completion of pre- or post-class activities posted on Carmen (15 points total). Additionally, you will be asked to submit a service learning log (posted on Carmen) that details the time you spent with community partners (5 points). You should take this log with you, whenever you go to the clinic. On this form you must include the days/times you were at the clinic and tasks/observations completed. Additionally you **MUST** have a member of the clinic staff sign your log whenever you are there. Failure to turn in your service learning log will result in a score of zero.

GRADING SCALE AND INFORMATION

There are 600 total points for this course. The following is a list of assignments and the final grading criteria for this course. Please note that you may view your grade at any time on Carmen. At this time, grades are not curved. There also may be opportunities for extra credit.

Course Assignments	Points
Midterm	100
Final Exam	100
Milestone #1	50
Milestone #2	50
Milestone #3	50
Milestone #4	50
Group Participation	20
Reflection Posts	30
Reflection Responses	20
Final Reflection Essay	50
Group Presentation	50
Participation Points	30
TOTAL POINTS FOR COURSE	600

Final Grade	Percentage	Points
A	93-100%	558-600
A-	90-92%	540-557
B+	87-89%	522-539
B	83-86%	498-521
B-	80-82%	480-497
C+	77-79%	462-479
C	73-76%	438-461
C-	70-72%	420-437
D+	67-69%	402-419
D	60-66%	360-401
E	Less than 60%	400 or less

REQUIRED TEXTS/READINGS

Textbooks

LaVeist, T.A. and Isaac, L.A. (2013). *Race, Ethnicity and Health: A Public Health Reader*. San Francisco: John Wiley & Sons, Inc.

Schiavo, R. (2014). *Health Communication: From Theory to Practice*. San-Francisco: Jossey-Bass

Additional Required Readings

Throughout the course we will assign additional readings to supplement course textbooks. Some are noted on the syllabus already and others will be announced in class. Additional readings will be available on Carmen in the folder entitled “additional readings”

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. Attendance factors into your participation grade and you must turn-in a service learning log at the end of the semester.

Technology Use

This is a discussion-based service-learning course. In general, the use of laptops, tablets and cell phones is not allowed. Exceptions will be made when discussing discussion posts in class or working in groups on the health communication intervention. Please turn off and put away these devices during class lectures, discussions and exams. These devices can be distracting to you and others in the class and can prevent you from focusing on course content and participating in class discussions. Technology use is also discouraged when volunteering and observing at the clinics or interacting with patients.

Assignment Due Dates

Due dates for this course are firm. Work is due at the *beginning* of each class period (unless specified otherwise) and late work will not be accepted. **If you do not turn an assignment in on time, you will receive zero points for the 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. *When you turn in assignments, please bring a hard copy of the assignment (stapled) to class and place a copy of the assignment in the drop box on Carmen.*

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. I also ask that you inform us of these types of situations at least 24 hours in advance.

Carmen/E-mail

There is a Carmen site for this course where readings will be posted, along with grades and other course information and assignments. It is your responsibility to check Carmen regularly for announcements and updates. You are also responsible for all information that is sent to your OSU email account regarding the course, and you should check this information regularly. E-mail is the easiest and quickest way to get in touch with your instructors, and we will do our best to respond to your emails within 24 hours.

Classroom Environment

We seek 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 Carmen.

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/>).

Reasonable Accommodation

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/>.

CLASS SCHEDULE AND ASSIGNMENT DUE DATES

Week	Dates	Topic	Assignment
Section 1: Latino Health and Health Disparities			
1	Tues (1/13)	Course Introduction	
	Thurs (1/15)	Social Epidemiology and Population Health: Causes of Health Inequalities and Actions to Improve Health	Reading: Chap 1 (LaViest and Issaac)
2	Tues (1/20)	The Health of Hispanics and Latinos in the U.S.	View: Ep. 3, Unnatural Causes, "Become American"
	Thurs (1/22)	The Latino Health Paradox	

3	Tues (1/27)	Latinos and Health Care in the U.S.	
	Thurs (1/29)	Introduction to Community Partner Overview of Service Learning Project	
4	Tues (2/3)	The Effect of Culture on Health Beliefs and Practices <i>Clinic Observation Day (Group 1)</i>	Reading: Chap. 11 and 12 (LaVeist and Isaac) Chap. 3 (Schiavo)
	Thurs (2/5)	Racial/Ethnic Discrimination and its' Impact on Health	Reading: Chap 2, 3 and 15 (LaVeist and Isaac)
5	Tues (2/10)	Familism & Medical Decision-Making <i>Clinic Observation Day (Group 2)</i>	Reading: Chap 27 (LaVeist and Isaac)
	Thurs (2/12)	Language Use, Access & Cultural Competency	Reading: Chap 30 and 33 (LaVeist and Isaac)
6	Tues (2/17)	Translation <i>Clinic Observation Day (Group 3)</i>	Reading: Chap 16 (Schiavo)
	Thurs (2/19)	The Role of Promotores de Salud	
7	Tues (2/24)	EXAM #1	Reading: Chap 1 (Schiavo)
Section 2: Designing a Community-Based Health Communication Intervention			
	Thurs (2/26)	Discussion of Intervention Project/Milestones Health Communication Interventions: An Overview Overview of Intervention Topic: Medication Adherence	Reading: Compton et al, 2010 Chap 10 (Schiavo), Chapt 38 (LaVeist and Isaac)
8	Tues (3/3)	Conducting Formative/Background Research <i>Project Visit Day @ the Clinic (group 1)</i>	Reading: CDC's Cultural Insights: Hispanics/Latinos, Chapt. 11 (Schiavo) Assignment: Bring preliminary research you conducted on your topic
	Thurs (3/5)	Group Discussion/Reflections on Clinic Experiences Theories of Health Communication/Behavior Change	Reading: Chap 2 (Schiavo), Parvanta and Parvanta, 2011
8	Tues (3/10)	Theories of Health Communication/Behavior Change <i>Project Visit Day @ the Clinic (group 2)</i>	Reading: Pasick et al., 2009
	Thurs (3/12)	Developing a Strategic Health Communication Plan Using CDC's Message Works to Develop Messages	Reading: Chap 11 and 12 (Schiavo) Assignment: Milestone #1 Due, Complete Self/Peer Evaluation
	Tues (3/17)	Spring Break	
	Thurs (3/19)	Spring Break	
9	Tues (3/24)	Effective Health Communication Strategies for Latinos Small Group Meetings with Instructors	Reading: Elder et al., 2009
	Thurs (3/26)	Pre-Testing Health Communication Messages	Reading: McCormack Brown, Lindenberger and Bryant (2008) Chap. 14 (Schiavo)
10	Tues (3/31)	Conducting Ethical Research with Minority Populations	Assignment: Milestone #2 Due,

			Complete Self/Peer Evaluation
	Thurs (4/2)	Latino Health Literacy and Knowledge Gaps	
11	Tues (4/8)	Making Sense of Message Testing Results Group Discussion/Reflection on Clinic Message Testing <i>Project Visit Day @ the Clinic</i> <i>(select members from groups 1/2)</i>	Reading: Chap. 1 (Schiavo)
	Thurs (4/9)	Small Group Work Day/Meetings with Instructors	
12	Tues (4/14)	Culturally-Tailored Health Interventions	Reading: Barrera et al. 2013 Assignment: Milestone #3 Due, Complete Self/Peer Evaluation
	Thurs (4/16)	Latino Preferences for Communication and Media Use	Reading: Lopez et al (2012)
13	Tues (4/21)	Solutions to Latino Health Disparities Class Wrap-Up and Reflection	Reading: Chap 36 (LaViest and Isaac) Assignment: Milestone #4 Due
	Thurs (4/23)	Presentation Session	Assignment: Presentation and Reflection Papers Due
FINAL	Friday (5/4) 6 PM	Exam #2	