

**COURSE MODIFICATION PROPOSAL**

**Courses must be submitted by October 15, 2014, and finalized by the end of the fall semester to make the next catalog (2015-16) production**

DATE (CHANGE DATE EACH TIME REVISED): 10/5/14., REV. 11/26/14, 2/03/2015

PROGRAM AREA(S): CHICANA/O STUDIES COURSE NO: CHS/COMM/NRS 343

**Directions: All sections of this form must be completed. Use YELLOWED areas to enter data. All documents are stand-alone sources of course information.**

**1. Indicate Changes and Justification for Each.** [Mark an X by all change areas that apply.]

- |   |  |
|---|--|
| <input type="checkbox"/> Course title                           | <input type="checkbox"/> Course Content    |
| x Prefix/suffix   | X Course Learning Outcomes                 |
| <input type="checkbox"/> Course number                          | X References                               |
| Units   | X GE                                       |
| <input type="checkbox"/> Staffing formula and enrollment limits | X Other crosslist                          |
| X Prerequisites/Corequisites                                    | <input type="checkbox"/> Reactivate Course |
| <input type="checkbox"/> Catalog description                    |  |
| <input type="checkbox"/> Mode of Instruction                    |  |

**Justification:**

*(Please provide justification(s) for each marked item above). Be as brief as possible but use as much space as necessary.]:*

Adding crosslist with Health Sciences

**2. Course Information.**

*[Follow accepted catalog format. Add additional prefixes if cross-listed.]*

OLD	NEW
Prefix CHS/COMM/NRS Course#343	Prefix CHS/COMM/HLTH/NRS Course# 343
Title HEALTH ISSUES IN THE LATINA/O COMMUNITY Units (3)	Title HEALTH ISSUES IN THE LATINA/O COMMUNITY Units (3)
3 hours lecture per week	3 hours lecture per week
X hours 3 per week	X hours 3 per week
X Prerequisites: CHS 100 or equivalent	Prerequisites: CHS 100 or consent of instructor
Consent of Instructor Required for Enrollment	<input type="checkbox"/> Consent of Instructor Required for Enrollment
Corequisites:	Corequisites: <input type="checkbox"/>
<b>Catalog Description</b> (Do not use any symbols):	<b>Catalog Description</b> (Do not use any symbols):
This course examines the health issues affecting the Latino/a community and considers interventions, public health policies, and health promotion programs used to improve the health status of the Latino/a community	This course Examines the health issues affecting the Latino/a community and considers interventions, public health policies, and health promotion programs used to improve the health status of the Latino/a community.
General Education Categories:	General Education Categories: <input type="checkbox"/>
Grading Scheme (Select one below):	Grading Scheme (Select one below):
x A – F	X A – F
Credit/No Credit	<input type="checkbox"/> Credit/No Credit
Optional (Student’s Choice)	<input type="checkbox"/> Optional (Student’s Choice)
Repeatable for up to units	Repeatable for up to <input type="checkbox"/> units
Total Completions	Total Completions <input type="checkbox"/>
Multiple Enrollment in Same Semester Y/N	Multiple Enrollment in Same Semester Y/N <input type="checkbox"/>
Course Level:	Course Level:
x Undergraduate	X Undergraduate
Post-Baccalaureate	<input type="checkbox"/> Post-Baccalaureate
Graduate	<input type="checkbox"/> Graduate

**3. Mode of Instruction (Hours per Unit are determined by CSU Policy)**

**Hegis Code(s)** \_\_\_\_\_  
(Provided by the Provost Office)

**Existing****Proposed**

	Units	Hours Per Unit	Default Section Size	Graded		Units	Hours Per Unit	Default Section Size	Graded	CS No. (filled out by Provost Office)
Lecture	<b>3</b>	<b>1</b>	<b>30</b>	<b>X</b>	Lecture	<b>3.0</b>	<b>1</b>	<b>30</b>	<b>X</b>	
Seminar		<b>1</b>			Seminar		<b>1</b>			
Lab		<b>3</b>			Lab		<b>3</b>			
Activity		<b>2</b>			Activity		<b>2</b>			
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					
Online					Online					

**4. Course Attributes:**

**General Education Categories:** All courses with GE category notations or changes (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee.

**A (English Language, Communication, Critical Thinking)**

A-1 Oral Communication

A-2 English Writing

A-3 Critical Thinking

**B (Mathematics, Sciences & Technology)**

B-1 Physical Sciences

B-2 Life Sciences – Biology

B-3 Mathematics – Mathematics and Applications

B-4 Computers and Information Technology

**C (Fine Arts, Literature, Languages & Cultures)**

C-1 Art

C-2 Literature Courses

C-3a Language

X C-3b Multicultural

**D (Social Perspectives)**

**E (Human Psychological and Physiological Perspectives)**

X UDIGE/INTD Interdisciplinary

X Meets University Writing Requirement (Graduation Writing Assessment Requirement)

Meets University Language Requirement

**American Institutions, Title V Section 40404:** Government US Constitution US History  
Regarding Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

**Service Learning Course** (Approval from the Center for Community Engagement must be received before you can request this course attribute).

**Online Course** (Answer YES if the course is ALWAYS delivered online).

**5. Justification and Requirements for the Course.** [Make a brief statement to justify the need for the course]**OLD**

Requirement for the Major/Minor

X Elective for the Major/Minor

Free Elective

**NEW**

This course is now included as an elective in the Health Sciences Major.

Requirement for the Major/Minor

X Elective for the Major/Minor

Free Elective

**Submit Program Modification if this course changes your program.**

6. **Student Learning Outcomes.** (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to:

**OLD**

- 1) Analyze the health and mental health issues facing the Latino/a population.
- 2) Apply public health strategies to the Latino/a community
- 3) Demonstrate cultural competency in Latino health issues
- 4) Evaluate the strengths and weaknesses of health promotion programs in the Latino/a community.
- 5) Identify communicable, infectious and chronic diseases affecting the Latino population
- 6) Identify the strengths and weaknesses of public health programs targeting the Latino/a population
- 7) Identify cultural and structural issues in obtaining healthcare access for Latino/as.

Upon completion of the course, the student will be able to:

**NEW**

- 1) Analyze the health issues facing the Latino/a population.
- 2) Apply public health strategies to the Latino/a community
- 3) Demonstrate cultural competency in Latino health issues
- 4) Evaluate the strengths and weaknesses of public health programs in the Latino/a community.
- 5) Identify and explain the principle communicable, infectious and chronic diseases affecting the Latino population
- 7) Identify and explain cultural and structural issues in obtaining healthcare access for Latino/as.

**GE Outcomes:**

Goal 1, Outcome 1.1.a Integrate content, ideas and approaches form multicultural perspectives.

Goal 4: Outcome 4.2: Write effectively in various forms

7. **Course Content in Outline Form.** (Be as brief as possible, but use as much space as necessary)

**OLD**

- Week 1: Introduction to the course: Goals, Objectives and Terminology
- Week 2: Demographic Profile of the Latino/a Population in the United States
- Week 3: Latino/a Health Status and U.S. Health Care System
- Week 4: Chronic Diseases among Latino/as
- Week 5: Diabetes Among Latino/as
- Week 6: Communicable Diseases among Latino/as
- Week 7: Epidemiology and the Latino Epidemiological Paradox
- Week 8: HIV/AIDS among Latino/as
- Week 9: Violence and Abuse in the Latino/a Community
- Week 10: History of Public Health Approaches towards the Latino/a Community
- Week 11: Behavioral Health and Theories of Assimilation and Acculturation
- Week 12: Cultural Factors in Latino Health: Folk Medicine and *Curanderismo*
- Week 13: Transborder Migrants and Health Care Access
- Week 14: Latina Health Issues
- Week 15: Summary of Course

**NEW**

- Week 1: Introduction to the course: Goals, Objectives and Terminology
- Week 2: Demographic Profile of the Latino/a Population in the United States
- Week 3: Latino/a Health Status and U.S. Health Care System
- Week 4: Chronic Diseases among Latino/as
- Week 5: Diabetes Among Latino/as
- Week 6: Communicable Diseases among Latino/as
- Week 7: Epidemiology and the Latino Epidemiological Paradox
- Week 8: HIV/AIDS among Latino/as
- Week 9: Violence and Abuse in the Latino/a Community
- Week 10: History of Public Health Approaches towards the Latino/a Community
- Week 11: Behavioral Health and Theories of Assimilation and Acculturation
- Week 12: Cultural Factors in Latino Health: Folk Medicine and *Curanderismo*
- Week 13: Transborder Migrants and Health Care Access
- Week 14: Latina Health Issues
- Week 15: Summary of Course

Does this course content overlap with a course offered in your academic program? Yes  No

If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? Yes  No

If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

8. **Cross-listed Courses (Please note each prefix in item No. 1)** *Beyond three disciplines consult with the Curriculum Committee.*
- A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).
  - B. List each cross-listed prefix for the course: **COMM/HLTH/NRS 343**
  - C. Program responsible for staffing: **Chicano/a Studies**

**9. References.** [Provide 3-5 references. For references more than 10 years old, provide a one-sentence explanation of relevance.]

**OLD**

- 1) Suzanne C. Smeltzer, Brenda G. Bare, Janice L. Hinkle, Kerry H. Cheever Brunner & Suddarth, *Medical Surgical Nursing* ,11th Edition, (Lippincott, Williams & Wilkins, 2008)
- 2) Hayley A. Hamilton. *Health and behavior among immigrant youth* (New York : LFB Scholarly Pub., 2005)
- 3) Carlos Molina, Marilyn Aguirre-Molina, and Ruth Zambrana, *Health Issues in the Latino Community* (Jossey-Bass, 2001)
- 4) Marlyn Aguirre-Molina and Carlos Molina, *Latina Health in the United States* ((Jossey-Bass, 2003)
- 5) Adela de la Torre and Antonio Estrada, *Mexican Americans and Health* (University of Arizona Press, 2001)
- 6) Carlos Zolla, *Mesoamerican Tradition Medicine in the Context of Migration to the United States* (Health Initiative of the Americas, University of California, Berkeley, 2008)

**NEW**

- 1) Suzanne C. Smeltzer, Brenda G. Bare, Janice L. Hinkle, Kerry H. Cheever Brunner & Suddarth, *Medical Surgical Nursing* ,11th Edition, (Lippincott, Williams & Wilkins, 2008)
- 2) Hayley A. Hamilton. *Health and behavior among immigrant youth* (New York : LFB Scholarly Pub., 2005)
- 3) Carlos Molina, Marilyn Aguirre-Molina, and Ruth Zambrana, *Health Issues in the Latino Community* (Jossey-Bass, 2001)
- 4) Marlyn Aguirre-Molina and Carlos Molina, *Latina Health in the United States* ((Jossey-Bass, 2003)
- 5) Adela de la Torre and Antonio Estrada, *Mexican Americans and Health* (University of Arizona Press, 2001)
- 6) Carlos Zolla, *Mesoamerican Tradition Medicine in the Context of Migration to the United States* (Health Initiative of the Americas, University of California, Berkeley, 2008)
- 7) Alyshia Galvez, Patient Mothers, *Immigrant Mothers: Mexican Women, Public Prenatal Care, and the Birth-Weight Complex* (NYU Press, 2011)

**10. Tenure Track Faculty qualified to teach this course.**

**Jennie Luna; Jose Alamillo**

**11. Requested Effective Date or First Semester to be offered: Spring 2015**

**12. New Resource Requested: Yes  No**

**If YES, list the resources needed.**

**A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)**

**B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)**

**C. Facility/Space/Transportation Needs:**

**D. Lab Fee Requested: Yes  No  (Lab fee requests should be directed to the Student Fee Committee)**

**E. Other.**

**13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes  No**

If, YES attach a program update or program modification form for all programs affected.

Deadline for New Minors and Programs: **October 1, 2014.**

Deadline for Course Proposals and Modifications, and for Program Modifications: **October 15, 2014.**

Last day to submit forms to be considered during the current academic year: **April 1, 2015.**

**Jose Alamillo**

Proposer(s) of Course Modification

Type in name(s). Signatures will be collected after Curriculum approval.

**10/5/14, Rev.**

**11.26.14**

Date

**CHS-COMM-HLTH-NRS343: Health Issues in the Latina/o Community**

**Approved for area C3b: Multicultural by 2014-2015 GE Committee:**

Janet Rizzoli

Emily Saunders

\*Geoffrey Buhl

\*Catherine Burriss

\*Robert Bleicher

\*Virgil Adams

Rachel Danielson

\*Dax Jacobson

Sarah Johnson

Rosa Rodriguez

Blake Buller

\* Voting GE Members

Area: C3b Multicultural

Date Submitted: 11/26/2014 12:09:39 PM

Date Approved: 1/26/2015 7:21:23 PM

1. Develop students' ability to respond subjectively as well as objectively to experience

By studying the health issues affecting Latina/o communities students will be subjectively understand how interventions, public health policies, and health promotion programs can improve the health status of the Latina/o communities. Students will be able to objectively analyze and interpret health data relevant to this population. In addition, students will learn about health issues from a transborder perspective. They subjectively understand the health conditions in Latin America, and what happens to their health status when they cross state, regional and national borders, and once in the U.S. how they interact with health systems. Students will also reflect on a series of historical, experiential, and affective questions individually and collectively with the intent of evaluating health attitudes, practices, and beliefs of self and others.

2. Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination

Students will study research by leading scholars in the area of Latina/o health. Some of these include: David Hayes Bautista, Carlos Molina, Adela de la Torre, and Carlos Zolla. Students will also study research in a transborder context and learn about different cultures' (regional, transnational, embedded subcultures) reasoning on why certain healing practices or health programs work or don't work will be explored and critiqued.

3. Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.

Many healing traditions are elucidated through mythology, folklore, proverbs (dichos), drama and theatre plays, and other humanistic expressions. Students will learn about Mesoamerican traditional medicine that comes out of this humanistic approach, as well as folk medicine and curanderismo blends disciplinary approaches.

4. Examine the interrelationship between the creative arts, the humanities, and self

We will analyze the various forms of expression within social, political and economic context in order to understand the formation of individual attitudes and practices regarding Latino/a health in relationship to societal and systemic approaches and understandings. The creativity of curanderismo integrates culinary, botanical, and performance elements into healing practice from the perspective of both the healer and the patient.

5. Include an exposure to world cultures

Through exploration of health issues, this course will give students exposure to non-Western cultural views on health and healing beyond the United States, as well as reveal that much of what is considered "American medicine" is already infused with world cultures. The Latina/o health practices and cultures draw on Iberian, African, as well as indigenous heritage.

6. Expose students to other cultures by addressing issues, "ways of knowing" and perspectives from at least two cultures. Must address contemporary issues. A culture is broadly defined to include aspects of ethnicity, class, gender, ability/disability, and community.

Students are asked to demonstrate awareness and sensitivity to differences and similarities in the way people are treated by traditional or alternative health systems in relation to gender, race, ethnicity, culture, class, and sexual orientations. Ethical barriers to the appropriate use of complementary and alternative health therapies are identified. Students will also learn about the efficacy of traditional Mesoamerican health paradigms in a transborder context.

**GE Committee response to your request have CHS-COMM-HLTH-NRS343: Health Issues in the Latina/o Community added to UDIGE: Upper Division Interdisciplinary GE**

**Approved by 2014-2015 GE Committee:**

Janet Rizzoli

Emily Saunders

\*Geoffrey Buhl

\*Catherine Burriss

\*Robert Bleicher

\*Virgil Adams

Rachel Danielson

\*Dax Jacobson

Sarah Johnson

Rosa Rodriguez

Blake Buller

\* Voting GE Members

Course: CHS-COMM-HLTH-NRS343 Health Issues in the Latina/o Community

Area: UDIGE Upper Division Interdisciplinary GE

Date Submitted: 11/26/2014 12:09:39 PM

Date Approved: 1/26/2015 7:27:23 PM

1. Emphasize interdisciplinarity by integrating content, ideas, and approaches from two or more disciplines

The course combines one traditional discipline – health science – with an already interdisciplinary discipline, Chicana/o Studies. As such, the material students will engage integrates historical, cultural, psychological, ethical, political, social, and medical approaches.

2. Include substantive written work consisting of in-class writing as well as outside class writing of revised prose. Examples of appropriate written work include: short papers, long papers, term papers, lab reports, documentation, disciplinary-based letters and memos, and essays.

By writing 2 to 3 reflection papers, students will articulate specific issues related to Latina/o health by incorporating readings from the fields of Chicana/o and Latina/o Studies and health sciences. Based on these papers, students will engage in debates with their peers on the topics raised. Students will also write a reflective critique on a book. The final research paper (which will go through a draft process) will review the literature, history, health/illness applications, and public health approaches relevant to a particular disease or public health issue important in the Latina/o community, and will then present their findings to the class.

# Approval Sheet

**Course Prefix and number:**

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

General Education Chair		
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Signature

Date

Center for Intl Affairs Director		
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Signature

Date

Center for Integrative Studies Director		
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Signature

Date

Center for Multicultural Engagement Director		
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Signature

Date

Center for Civic Engagement and Service Learning Director		
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Signature

Date

Curriculum Chair		
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Signature

Date

AVP		
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Signature

Date