

NEW COURSE PROPOSAL**Courses must be submitted by November 3, 2008, for priority catalog review.**DATE (*Change if modified and redate file with current date*)

10/17/08 REV 12.15.08

PROGRAM AREA(S)

CHICANA/O STUDIES & NURSING

1. Course Information. [Follow accepted catalog format.]**Prefix(es)** (Add additional prefixes if cross-listed) and **Course No.** CHS 343/NRS 343**Title:** HEALTH ISSUES IN THE LATINA/O COMMUNITY **Units:** 3.0☒ Prerequisites CHS 100 or equivalent☐ Corequisites N/A☐ Consent of Instructor Required for Enrollment**Catalog Description** (Do not use any symbols): Examines the health issues affecting the Latina/o community and considers interventions, public health policies, and health promotion programs, used to improve the health status of the Latina/o community.**Grading Scheme:**☒ A-F Grades☐ Credit/No Credit☐ Optional (Student Choice)**Repeatability:**☐ Repeatable for a maximum of units

Total Completions Allowed

☐ Multiple Enrollment in Same Semester**Course Level Information:**☒ Undergraduate☐ Post-Baccalaureate/Credential Graduate**Mode of Instruction/Components** (*Hours per Unit are defaulted*).

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (Filled in by the Dean)
Lecture	3.0	1	30	☒	
Seminar		1		☐	
Laboratory		3		☐	
Activity		2		☐	
Field Studies				☐	
Indep Study				☐	
Other Blank				☐	

Leave the following hours per week areas blank. The hours per week will be filled out for you.

3.0 hours lecture per week

hours blank per week

2. Course Attributes:☒ **General Education Categories:** All courses with GE category notations (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 for further processing.**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

☒ C-3b Multicultural

☒ **D (Social Perspectives)**

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

☒ **UDIGE/INTD Interdisciplinary**

☒ **Meets University Writing Requirement**

☒ **Meets University Language Requirement**

☒ **American Institutions, Title V Section 40404:** ☒ Government ☒ US Constitution ☒ US History

Refer to website, 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).

3. Justification and Requirements for the Course. (Make a brief statement to justify the need for the course)

A. Justification: This is an elective course for the Chicana/o Studies degree and Nursing Program. The course does not fulfill University, and/or Language requirements.

B. Degree Requirement: ☒ Requirement for the Major/Minor

☒ Elective for the Major/Minor

Note: Submit Program Modification if this course changes your program.

4. Learning Objectives. (List in numerical order)

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

- 1) Describe the health and mental health issues facing the Latino/a population.
- 2) Explore and discuss public health policies and their implications for the Latina/o community
- 3) Develop transborder perspective in Latina/o health issues
- 4) Evaluate the strengths and weaknesses of health promotion programs in the Latina/o community.
- 5). Identify prominent chronic diseases affecting the Latino population
- 6) Explain the impact of infectious diseases (particularly TB) on the Latina/o population
- 7) Identify cultural and structural issues in obtaining healthcare for Latina/o elders
- 8) Identify and critique statistics on programs for pregnant Latina teenagers.

5. Course Content in Outline Form. [Be as brief as possible, but use as much space as necessary]

Introduction to the course: Goals, Objectives and Terminology
Demographic Profile of the Latino/a Population in the United States
Latino/a Health Status and U.S. Health Care System
Chronic Diseases among Latina/os
Diabetes Among Latina/os
Communicable Diseases among Latina/os
Epidemiology and the Latino Epidemiological Paradox
HIV/AIDS among Latina/os
Violence and Abuse in the Latina/o Community
History of Public Health Approaches towards the Latina/o Community
Behavioral Health and Theories of Assimilation and Acculturation
Cultural Factors in Latino Health: Folk Medicine and *Curanderismo*
Transborder Migrants and Health Care Access
Latina/o Health Issues
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.

6. Cross-listed Courses (Please note each prefix in item No. 1)

A. List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).

List each cross-listed prefix for the course: CHS and NRS

B. Program responsible for staffing: CHICANA/O STUDIES AND NURSING

7. References. [Provide 3 - 5 references]

- 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) Carlos Molina and Marilyn Aguirre-Molina, *Latino Health In the U.S.: A Growing Challenge* ((Jossey-Bass, 1994)
- 3) Hayley A. Hamilton. *Health and behavior among immigrant youth* (New York : LFB Scholarly Pub., 2005)
- 4) Carlos Molina, Marilyn Aguirre-Molina, and Ruth Zambrana, *Health Issues in the Latino Community* (Jossey-Bass, 2001)
- 5) Marilyn Aguirre-Molina and Carlos Molina, *Latina Health in the United States* ((Jossey-Bass, 2003)
- 6) Adela de la Torre and Antonio Estrada, *Mexican Americans and Health* (University of Arizona Press, 2001)
- 7) Carlos Zolla, *Mesoamerican Traditional Medicine in the Context of Migration to the United States* (Health Initiative of the Americas, University of California, Berkeley, 2008)

8. Tenure Track Faculty Qualified to Teach This Course.

Laura Newton; Jose Alamillo

9. Requested Effective Date:

First semester offered: Fall Semester 2009

10. New Resources Requested. Yes ☐ No ☒ N/A

If YES, list the resources needed.

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

N/A

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

N/A

C. Facility/Space/Transportation Needs

N/A

D. Lab Fee Requested (please refer to Dean's Office for additional processing) Yes ☐ No ☒

E. Other

☐

11. Will this new course 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.

Priority deadline for New Minors and Programs: **October 6, 2008** of preceding year.

Priority deadline for Course Proposals and Modifications: **November 3, 2008**, of preceding year.

Last day to submit forms to be considered during the current academic year: **April 15th**.

Jose Alamillo and Laura Newton

10/17/08

Proposer of Course (Type in name. Signatures will be collected after Curriculum approval)

Date

Request for CHS-NRS 343: Health Issues in the Latina/o Community to be added to GE Category C3b: Multicultural.

Committee Response:

Approved by committee on 11-13-2008

Criteria and Justifications Submitted:

- *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.
- *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.
- *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.
- *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.
- *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.
- *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 aspected 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.

Request for CHS-NRS 343: Health Issues in the Latina/o Community to be added to GE Category UDIGE: Upper Division Interdisciplinary GE.

Committee Response:

Approved by committee on 11-13-2008

Criteria and Justifications Submitted:

- *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.
- *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/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

Program/Course: CHS/NRS 343

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.

Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
General Education Chair		
	Signature	Date
Center for International Affairs Director		
	Signature	Date
Center for Integrative Studies Director		
	Signature	Date
Center for Multicultural Engagement Director		
	Signature	Date
Center for Civic Engagement Director		
	Signature	Date
Curriculum Chair		
	Signature	Date
Dean of Faculty		
	Signature	Date