

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2010, and finalized by the end of the fall semester to make the next catalog (2011-12) production

DATE (CHANGE DATE EACH TIME REVISED): 10/05/10; REV 3.3

PROGRAM AREA(S): CHICANA/O STUDIES

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

1. Indicate Changes and Justification for Each. [Mark all change areas that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

Course title HEALTH ISSUES IN THE LATINA/O COMMUNITY
X Prefix/suffix CHS/NRS/COMM x Course Learning Outcomes
Course number: References
Units X GE
Staffing formula and enrollment limits Other
Prerequisites/Corequisites: Reactivate Course
Catalog description
Mode of Instruction

Justification: This course is an elective for CHS and NRS. We want to cross-list with Communication 343 to become part of the Health Communication emphasis. The SLOs were revised to better suite the needs of the CHS program and to align with Communication.

2. Course Information.

[Follow accepted catalog format.] (Add additional prefixes i f cross-listed)

OLD
Prefix CHS/NRS Course# 343
Title HEALTH ISSUES IN THE LATINO/A COMMUNITY
Units (3.0)
3 hours lecture per week
hours blank per week
X Prerequisites: CHS 100 or equivalent
Consent of Instructor Required for Enrollment
Corequisites:
Catalog Description (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
General Education Categories: 3cb
Grading Scheme (Select one below):
X A - F
Credit/No Credit
Optional (Student's Choice)
Repeatable for up to units
Total Completions
Multiple Enrollment in Same Semester Y/N
Course Level:
X Undergraduate
Post-Baccalaureate
Graduate

NEW
Prefix CHS/NRS/COMM Course# 343
Title HEALTH ISSUES IN THE LATINA/O COMMUNITY
Units (3.0)
3 hours lecture per week
hours blank per week
X Prerequisites: CHS 100 or equivalent
Consent of Instructor Required for Enrollment
Corequisites:
Catalog Description (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
General Education Categories: 3Cb
Grading Scheme (Select one below):
X A - F
Credit/No Credit
Optional (Student's Choice)
Repeatable for up to units
Total Completions
Multiple Enrollment in Same Semester Y/N
Course Level:
X Undergraduate
Post-Baccalaureate
Graduate

3. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) \_\_\_\_\_  
 (Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	<u>3.0</u>	<u>1</u>	<u>30</u>	X	Lecture	<u>3.0</u>	<u>1</u>	<u>30</u>	X	
Seminar		<u>1</u>			Seminar		<u>1</u>			
Lab		<u>3</u>			Lab		<u>3</u>			
Activity		<u>2</u>			Activity		<u>2</u>			
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					

4. 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

X C-3b Multicultural

**D (Social Perspectives)**

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

X 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).

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

**OLD**

This is an elective course for the CHS major and minor

**NEW**

This is an elective course for the CHS major and minor.

This course is now included as an elective in the Health Communications Emphasis for the Communication major.

- Requirement for the Major/Minor
- Elective for the Major/Minor
- Free Elective

- Requirement for the Major/Minor
- Elective for the Major/Minor
- Free Elective

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

**6. Student Learning Outcomes.** (List in numerical order. You may wish to visit resource information at the following website: <http://senate.csuci.edu/comm/curriculum/resources.htm>)

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

**OLD**

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

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

**NEW**

- 1) Analyze the health and mental health issues facing the Latino/a population.
- 2) Research and analyze public health strategies within 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) Describe 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.

**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
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- 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 X  
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)

- 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:
- C. Program responsible for staffing:

9. References. [Provide 3-5 references]

**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) 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) Marlyn 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 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)

10. Tenure Track Faculty qualified to teach this course.  
Instructional faculty

11. Requested Effective Date or First Semester offered: Spring 2011

12. New Resource Requested: Yes  No X  
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  ( Refer to the Dean's Office for additional processing)
- E. Other.

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes  No X  
If, YES attach a program update or program modification form for all programs affected.  
Priority deadline for New Minors and Programs: **October 4, 2010** of preceding year.  
Priority deadline for Course Proposals and Modifications: **October 15, 2010**.  
Last day to submit forms to be considered during the current academic year: **April 15<sup>th</sup>**.

**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 Note: GE did not require criteria on this item as they were only adding COMM to the prefix.

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 Note: GE did not require criteria on this item as they were only adding COMM to the prefix.

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.

Jose Alamillo

10/5/10

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Proposer(s) of Course Modification

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Date

Type in name. Signatures will be collected after Curriculum approval.

# Approval Sheet

**Course:**           

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		
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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

Dean of Faculty		
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Signature

Date