

Proposal for an Interdisciplinary Team Taught Course on  
**Language, Culture, and Communication in Latino Health**

Proposed by

Glenn Martínez  
Department of Spanish and Portuguese  
Division of Arts and Humanities

Shelly Hovick  
School of Communication  
Division of Social and Behavioral Sciences

Table of Contents

1. ASC Team Teaching Proposal Narrative
2. Syllabus for Spanish 2281S/Communication 2281S
3. GE Rationale and Assessment Plan
4. Service Learning Request Form
5. Chair/Director Letters of support
  - a. Dr. Caroll J. Glynn
  - b. Dr. Glenn A. Martínez
6. Letters of Concurrence
  - a. Comparative Studies, College of Arts and Sciences
  - b. Human Sciences, College of Education and Human Ecology
  - c. College of Social Work
  - d. College of Nursing

**ASC Team Teaching Proposal**  
**Department of Spanish and Portuguese &**  
**School of Communication**

Dr. Shelly Hovick and Dr. Glenn Martínez propose to develop an interdisciplinary, team taught GE course entitled ***Language, Culture and Communication in Latino Health***. The course is designed to provide relevant Arts and Sciences perspectives to undergraduate students in the Colleges of Nursing, Public Health, Pharmacy, Education, and Social Work as well as pre-health majors within ASC. The course will fulfill the GE social diversity in the United States category and will also satisfy the GE service-learning requirement.

1. Interdisciplinary Nature

Spanish 2281S/Communication 2281S integrates disciplinary perspectives from communication, sociolinguistics, and cultural studies to bring critical attention to one of our nation's grand challenges. Health disparities affecting Latino populations in the United States have a significant impact on both the cost and the quality of health care delivery for all consumers. Widening gaps in quality of care and worsening health outcomes within the nation's largest and youngest minority group constitute a serious threat to the future of health care. It has become increasingly clear, furthermore, that only a truly interdisciplinary approach will be sufficient to respond to the threat. The proposed course seeks to transmit this perspective to undergraduate students within a variety of programs and to provide them with an experiential learning experience that will draw on multiple disciplinary perspectives to solve health communication challenges.

2. How the course will benefit students and how it will advance participating departments' academic goals

The proposed course will benefit three constituencies of students. First, students in undergraduate programs in health science colleges will benefit from the opportunity to obtain Arts and Sciences perspectives on issues that are relevant to their own academic interests and professional aspirations. Second, students in undergraduate programs in the School of Communication will benefit from the opportunity to obtain exposure to intercultural communication issues in Latino communities. Third, students in undergraduate programs in Spanish and Portuguese will benefit from the opportunity to gain exposure practical applications of Spanish linguistics and Latino cultural studies at an early stage of their academic career. The proposed course will benefit the academic goals of the Department of Spanish and Portuguese and the School of Communication by exposing undergraduate students from health science programs to the unique research perspectives found in each unit.

### 3. The added value of team teaching

The team teaching modality will optimize the benefits of this course to students. A team teaching modality will give students access to multi-disciplinary dialogue and will provide a model of interdisciplinary collaboration. At the same time, the content delivered through the course will be significantly richer because of the continuous and coordinated contributions of the instructional team. Finally, the service learning component of the course will be enriched by the team teaching modality. The multiple and varied experiences of the instructors in clinical and community health settings will provide students with relevant and diverse perspectives on working with Latino populations.

### 4. Form of Team Teaching

The proposed course is designed to optimize the expertise of both faculty members in each lesson. Each topic included in the syllabus was selected by both instructors. The format for presenting each topic will consist of a guided dialogue between the two instructors. As the dialogue progresses, students will be brought into the conversation. The broader conversation will then be used as the basis for structured learning activities such as case studies, analysis and testing of theoretical concepts, and comparative analysis of service learning experiences.

### 5. Course learning goals and assessment

The learning goals of the proposed course are:

1. Students will understand the overall context of health in Latino populations
2. Students will articulate the causes of Latino health and communication disparities
3. Students will identify the major language issues arising in health service delivery and their role in Latino health disparities
4. Students will explain the impact of culture on Latino health beliefs and behaviors
5. Students will work in teams to develop culturally-appropriate, community-based health communication interventions
6. Students will embed interventions in a theory of health behavior
7. Students will articulate effective health communication strategies for Latinos

The assessment of these goals will be achieved through midterm and final examinations, team-based development and validation of a community-based health communication intervention, peer evaluations, poster presentations, reflection essays, and in-class and field-based participation.

## Spanish 2281S/Communication 2281S

### Language, Culture and Communication in Latino Health

---

#### **Instructors**

Glenn Martinez, PhD MPH  
Professor, Spanish & Portuguese  
298G Hagerty Hall  
martinez.474@osu.edu  
(614) 292-4958  
*Office Hours: M/W 1:30 PM*

Shelly Hovick, PhD  
Assistant Professor,  
School of Communication  
3149 Derby Hall  
hovick.1@osu.edu  
(614) 688-1884  
*Office Hours: T/Th 9:00 AM*

#### **Community Partners**

La Clinica Latina  
Rardin Family Practice  
2231 North High Street  
Columbus, OH 43201  
(614) 832-646  
*Hours: First 3 Tuesdays, 5:00 PM*

Physician's Free clinic  
Columbus Public Health  
240 Parsons Avenue  
Columbus, OH 43215  
(614)240-7530  
*Hours: Every Monday. 4:30 PM*

#### **COURSE MEETING DAYS/TIMES**

Tuesdays and Thursdays from 2:30 to 4:30

#### **COURSE LOCATION**

Derby Hall, Room 80

#### **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 two Columbus Clinics, students will also develop and test a clinic-based health communication intervention for Spanish-speaking patients.

#### **COURSE GOALS**

By the end of the semester, students will articulate an understanding of:

1. the overall health of the U.S. Latino population.
2. the causes of Latino health and communication disparities.
3. the major language issues arising in health service delivery that may contribute to Latino health disparities.
4. the impact of culture on Latino health beliefs and behaviors.
5. the process for developing culturally-appropriate, community-based health communication interventions.
6. the major theories that guiding the development of health communication interventions.
7. the most effective health communication strategies for Latinos.

**GE CATEGORY:** Social Diversity in the United States & Service Learning

**GE EXPECTED LEARNING OUTCOMES:**

<b>GE Category</b>	<b>Expected Learning Outcome</b>	<b>Satisfied in Span2281S/Comm2281S</b>
<b>Social Diversity in the US</b>	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
<b>Service Learning</b>	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 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 and the Physician's Free Clinic 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 two evenings at the clinic and to pre-test your messages with clinic patients and staff. Therefore, you must be available on either Monday (Physician's Free Clinic) or Tuesday (La Clinica Latina) evenings at 5 PM. La Clinica Latina is operated on OSU's main campus. OSU operates a free bus from main campus to Nationwide Children's Hospital, which is adjacent to the Physicians Free Clinic.

### **Peer Evaluations (30 points)**

Please note that you will be assessed not only on the intervention your group produces, but your participation in the group. Thus, members of each group will be anonymously evaluated by their peers at the conclusion of each milestone 1-3. Group members also will complete a self-evaluation at each milestone. These evaluations must be completed accurately, honestly and on time. Failure to submit peer evaluations correctly and on time will result in a score of zero for your entire evaluation grade. Each peer evaluation is worth 10 points. If your average peer evaluation score is a six or below, ten points will be deducted from your individual milestone score.

### **Poster Presentation (100 points)**

Your service learning experience will culminate with a poster presentation and reception at La Clinica Latina. 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. This assignment includes the development and presentation of a poster that provides an overview of the development of your health communication intervention and final copies of materials that you developed. Your group will be evaluated on your poster, as well as your presentation of the intervention to our community partners.

### **Reflection Essay (50 points)**

You will be asked to reflect upon your personal experiences at La Clinica Latina in a final, four-page (double spaced, typed) essay. 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.

**Participation Points (20 points)**

A participation grade will be assigned by your instructors at the end of the course based on your class attendance and observations. Additionally, you will be asked to submit a service learning log that details the time you spent with community partners while developing your intervention.

**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 may also 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	30
Poster Presentation	100
Final Reflection Essay	50
Participation Points	20
<b>TOTAL POINTS FOR COURSE</b>	<b>600</b>

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

Both textbooks are available at The Ohio State University Bookstore.

**Additional Required Readings**

The following is a list of required readings, available on Carmen and indicated on the course schedule.

Barrera Jr, M., Castro, F. G., Strycker, L. A., & Toobert, D. J. (2013). Cultural adaptations of behavioral health interventions: A progress report. *Journal of Consulting and Clinical Psychology*, 81(2), 196-205.

Brown, K. M., Lindenberger, J. H., & Bryant, C. A. (2008). Using pretesting to ensure your messages and materials are on strategy. *Health Promotion Practice*, 9(2), 116-122.

Elder, J. P., Ayala, G. X., Parra-Medina, D., & Talavera, G. A. (2009). Health communication in the Latino community: Issues and approaches. *Annual Review of Public Health, 30*(1), 227-251.

Centers for Disease Control and Prevention (2014). Cultural Insights: Communicating with Hispanics/Latinos. [http://www.cdc.gov/healthcommunication/Audience/AudienceInsight\\_CulturalInsights.pdf](http://www.cdc.gov/healthcommunication/Audience/AudienceInsight_CulturalInsights.pdf)

Compton, S., Haack, S., & Phillips, C. R. (2010). Identification of barriers to medication adherence in a Latino population. *Research in Social and Administrative Pharmacy, 6*(4), 365-371.

Dubowitz, T., Bates, L.M., Acevedo-Garcia, D. The Latino Health Paradox: Looking at the Intersection of Sociology and Health (p. 106). In Bird, Conrad, Fremon, Timmermans (Eds.) *Handbook of Medical Sociology*. Nashville, TN: Vanderbilt University Press.

Livingston, G., Minushkin, S., Cohn, D. (2008). Hispanics and Healthcare in the United States: Access, Information and Knowledge. Washington, DC: Pew Research Hispanic Trends Project. Available at: <http://www.pewhispanic.org/files/reports/91.pdf>

Lopez, M.H., Gonzalez-Barrera, A., Patten, E. (2012). Closing the Digital Divide: Latinos and Technology Adoption. Washington, DC: Pew Research Center. Available at: [http://www.pewhispanic.org/files/2013/03/Latinos\\_Social\\_Media\\_and\\_Mobile\\_Tech\\_03-2013\\_final.pdf](http://www.pewhispanic.org/files/2013/03/Latinos_Social_Media_and_Mobile_Tech_03-2013_final.pdf)

Martinez, J., Ro, M., William Villa, N., Powell, W., & Knickman, J. R. (2011). *Transforming the Delivery of Care in the Post-Health Reform Era: What Role Will Community Health Workers Play?* American Journal of Public Health, 101(12), e1-e5.

Nielsen-Bohlman, L., Panzer, A.M., Kindig, D.A. (2004). *Health Literacy: A Prescription to End Confusion*. Washington, DC: The National Academies Press.

Parvanta, C and Parvanta, S. (2011). Persuasive Health Communications: The Role of Theory. In Parvanta, Nelson, Parvanta and Harner (Eds.). *Essentials of Public Health Communication*. Sudbury: Jones and Barlett.

Pasick, R. J., Burke, N. J., Barker, J. C., Joseph, G., Bird, J. A., Otero-Sabogal, R., . . . Guerra, C. (2009). *Behavioral Theory in a Diverse Society: Like a Compass on Mars*. Health Education & Behavior, 36(5 suppl), 11S-35S.

Witmer, A., Seifer, S. D., Finocchio, L., Leslie, J., & O'Neil, E. H. (1995). *Community health workers: integral members of the health care work force*. American Journal of Public Health, 85(8), 1055-1058.

## **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 points grade, and you must turn-in a log of time spent at the clinic developing your intervention.



### Technology Use

Because this is a discussion-based service-learning course, the use of laptops, tablets and cell phones are not allowed. 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 to do message testing.

### 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

As with assignments, **if you are not in class on the scheduled day to take an exam or to participate in the poster 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 towards others' points of view.

### 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
<b>Section 1: Latino Health and Health Disparities</b>			
1	Tues (1/12)	Course Introduction	
	Thurs (1/14)	Social Epidemiology and Population Health: Causes of Health Inequalities and Actions to Improve Health	<b>Reading:</b> Chap 1 (LaViest and Isaac)
2	Tues (1/19)	The Health of Hispanics and Latinos in the U.S.	<b>View:</b> Ep. 3, Unnatural Causes, "Become American"
	Thurs (1/21)	The Latino Health Paradox	<b>Reading:</b> Dubowitz, Bates, Acevedo-Garcia, 2010
3	Tues (1/26)	Latinos and Health Care in the U.S.	<b>Reading::</b> Livingston, 2008
	Thurs (1/28)	<b>Introduction to Community Partner Overview of Service Learning Project</b>	
4	Tues (2/2)	The Effect of Culture on Health Beliefs and Practices	<b>Reading:</b> Chap. 11 and 12 (LaVeist and Isaac) Chap. 3 (Schiavo)
	Thurs (2/4)	Racial/Ethnic Discrimination and its' Impact on Health	<b>Reading:</b> Chap 2, 3 and 15 (LaVeist and Isaac)
5	Tues (2/9)	Familism & Medical Decision-Making	<b>Reading:</b> Chap 27 (LaVeist and Isaac)
	Thurs (2/11)	Language Use, Access & Cultural Competency	<b>Reading:</b> Chap 30 and 33 (LaVeist and Isaac)
6	Tues (2/16)	Translation	<b>Reading:</b> Chap 16 (Schiavo)
	Thurs (2/18)	The Role of Promotores de Salud	<b>Reading:</b> Witmer et al, 1995 and Martinez, 2011
7	Tues (2/23)	<b>EXAM #1</b> Discussion of Intervention Project/Milestones	<b>Reading:</b> Chap 1 (Schiavo)
<b>Section 2: Designing a Community-Based Health Communication Intervention</b>			
	Thurs (2/25)	Health Communication Interventions: An Overview Overview of Intervention Topic: Medication Adherence	<b>Reading:</b> Compton et al, 2010 Chap 10 (Schiavo), Chapt 38 (LaVeist and Isaac)
8	Tues (3/2)	Conducting Formative/Background Research	<b>Reading:</b> CDC's Cultural Insights: Hispanics/Latinos, Chapt. 11 (Schiavo)

			<b>Assignment:</b> Bring preliminary research you conducted on your topic
	Thurs (3/4)	Group Discussion/Reflections on Clinic Experiences Theories of Health Communication/Behavior Change	<b>Reading:</b> Chap 2 (Schiavo), Parvanta and Parvanta, 2011
8	Tues (3/9)	Theories of Health Communication/Behavior Change	<b>Reading:</b> Pasick et al., 2009
	Thurs (3/11)	Developing a Strategic Health Communication Plan Using CDC's Message Works to Develop Messages	<b>Reading:</b> Chap 11 and 12 (Schiavo) <b>Assignment:</b> Milestone #1 Due, Complete Self/Peer Evaluation
	Tues (3/16)	Spring Break	
	Thurs (3/18)	Spring Break	
9	Tues (3/24)	Effective Health Communication Strategies for Latinos Small Group Meetings with Instructors	<b>Reading:</b> Elder et al., 2009
	Thurs (3/26)	Pre-Testing Health Communication Messages	<b>Reading:</b> McCormack Brown, Lindenberger and Bryant (2008) Chap. 14 (Schiavo)
10	Tues (3/31)	Conducting Ethical Research with Minority Populations	<b>Assignment:</b> Milestone #2 Due, Complete Self/Peer Evaluation
	Thurs (4/2)	Latino Health Literacy and Knowledge Gaps	<b>Reading:</b> Nielsen-Bohlman, Panzer, Kindig, 2004 (Chap 2-4)
11	Tues (4/6)	Making Sense of Message Testing Results Group Discussion/Reflection on Clinic Message Testing	<b>Reading:</b> Chap. 1 (Schiavo)
	Thurs (4/8)	Small Group Work Day/Meetings with Instructors	
12	Tues (4/13)	Culturally-Tailored Health Interventions	<b>Reading:</b> Barrera et al. 2013 <b>Assignment:</b> Milestone #3 Due, Complete Self/Peer Evaluation
	Thurs (4/15)	Latino Preferences for Communication and Media Use	<b>Reading:</b> Lopez et al (2012)
13	Tues (4/20)	Solutions to Latino Health Disparities Class Wrap-Up and Reflection	<b>Reading:</b> Chap 36 (LaViest and Isaac) <b>Assignment:</b> Milestone #4 Due
	Thurs (4/22)	Poster Session	<b>Assignment:</b> Posters and Reflection Papers Due
FINAL	Thurs (4/29)	<b>Exam #2</b>	

**Spanish 2281S/Communication 2281S**  
**Language, Culture and Communication in Latino Health**

***GE Rationale***

Diversity

- a) The course objectives for Spanish 2281S/Communication 2281S the ELOs for the Social Diversity in the United States category as demonstrated in the following table:

<b>Course Objective</b>	<b>ELO 1</b> – 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	<b>ELO 2</b> – Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others
1. Students will understand the overall context of health in Latino populations	X	
2. Students will articulate the causes of Latino health and communication disparities	X	
3. Students will identify the major language issues arising in health service delivery and their role in Latino health disparities	X	
4. Students will explain the impact of culture on Latino health beliefs and behaviors	X	
5. Students will work in teams to develop culturally-appropriate, community-based health communication interventions		X
6. Students will embed interventions in a theory of health behavior and communication		X
7. Students will articulate effective health communication strategies for Latinos		X

- b) The readings for Spanish 2281S/Communication 2281S include a multidisciplinary public health reader edited by one of the foremost scholars in the study of racial and ethnic health disparities and an interdisciplinary textbook in health communication. In addition, a series of innovative journal articles will be utilized to connect concepts encountered in the text to the

concrete situation of Latino populations. In concert, the anthology, the textbook and the collection of articles will offer students a broad based and well documented appreciation for the role of language and ethnicity in the service, financial, and educational institutions that contribute to the health delivery system in the United States.

- c) The topics addressed in the course meet the ELOs as demonstrated in the following table:

<b>Week</b>	<b>Topic</b>	<b>ELO 1</b>	<b>ELO 2</b>
1	Social Epidemiology and Population Health: Causes of Health Inequalities and Actions to Improve Health	X	
2	The Health of Hispanics and Latinos in the U.S.	X	
	The Latino Health Paradox	X	
3	Latinos and Health Care in the U.S.	X	
4	The Effect of Culture on Health Beliefs and Practices	X	X
	Racial/Ethnic Discrimination and its' Impact on Health	X	X
5	Familism & Medical Decision-Making	X	
	Language Use, Access & Cultural Competency	X	
6	Translation and Interpretation	X	
	The Role of Promotores de Salud	X	
	Health Communication Interventions: An Overview Overview of Intervention Topic: Medication Adherence	X	
8	Conducting Formative/Background Research	X	X
	Group Discussion/Reflections on Clinic Experiences Theories of Health Communication/Behavior Change	X	X

8	Theories of Health Communication/Behavior Change	X	X
	Developing a Strategic Health Communication Plan Using CDC's Message Works to Develop Messages		
9	Effective Health Communication Strategies for Latinos Small Group Meetings with Instructors		X
	Pre-Testing Health Communication Messages		X
10	Conducting Ethical Research with Minority Populations		X
	Latino Health Literacy and Knowledge Gaps	X	X
11	Making Sense of Message Testing Results Group Discussion/Reflection on Clinic Message Testing	X	X
12	Culturally-Tailored Health Interventions	X	X
	Latino Preferences for Communication and Media Use	X	X

- d) The midterm and the final exam will consist of several essay questions that will specifically require students to address the description and evaluation of the role of language, ethnicity, and other intersectional identities within the health delivery system. The reflection essay, furthermore, requires students to recognize and discuss the role of social diversity in their own attitudes and values towards underserved and limited English proficient patients in the health delivery system.

### Service Learning

- a) A final reflection essay will be required to ensure that students make connections between concepts and skills learned in the classroom and the experience of working with the Clínica Latina.
- b) A series of milestones have been developed to ensure that students learn about the issues, resources, assets, and cultures of the community. These milestones include background research, strategy development, and field testing. Each of these activities requires significant student engagement with different facets of the community.
- c) A peer and self-evaluation system has been designed and incorporated into the grade of each milestone that ensures continuous reflection not only of

each student’s individual participation to the group but also of the group’s collective impact in the community.

***GE Assessment Plan***

- a) The faculty will make use of the following direct measures to assess student achievement of the ELOs in this course:
  - a. Embedded questions on the midterm and final – short answer and essay questions will be included on the midterm and final to assess student ability to relate categories of language, ethnicity, race and other intersectional identities to issues of health equity. The questions will also assess the student’s ability to relate these concepts to their experience in La Clinica Latina.
  - b. Final reflection essay – a final reflection essay will be required that will assess the student’s ability to make connections between academic coursework and community service. The essay assignment will be structured in such a way as to ensure that students critically reflect on their values and assumptions about diverse populations. The essay assignment will thus measure the student’s understanding of social diversity and its impact on perceptions and evaluations of different individuals and communities.
  - c. Juried poster presentation – a juried poster presentation will be required that will assess the impact of the service learning on the community. The presentation will be juried by faculty members, peer students, clinical staff, and community members.
  
- b) The following scoring rubric will be used to evaluate the measures identified above:

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
ELO 1 - 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	Connects language, ethnicity and intersectional identities to health inequity and disparity, identifies specific pathways of influence and causality, and proposes interventions to reverse the inequity or disparity	Connects language, ethnicity and intersectional identities to health inequity and disparity and identifies specific pathways of influence and causality	Begins to make connections between language and ethnicity and health inequity and disparity	Expresses a limited and unclear notion of the role of language, ethnicity and intersectional identities in access to healthcare and health outcomes
ELO 2 - Students recognize the role	Connects their own view of	Connects their own view of	Begins to make connections	Shows minimal awareness of the

of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others	diversity to attitudes and values towards health inequity and disparity, acknowledges additional barriers faced by diverse patients in the health system, and actively seeks to understand diverse perspectives	diversity to attitudes and values towards health inequity and disparity and begins to acknowledge additional barriers faced by diverse patients in the health system	between their own view of diversity and their attitudes and values towards health inequity and disparity	role of social diversity in their own attitudes and values towards health inequity and disparity
ELO 3 – Students make connections between concepts and skills learned in an academic setting and community-based work	Connects, analyzes, and extends knowledge from course to service learning activity	Connects and analyzes knowledge from course content to service-learning activity	Begins to connect knowledge from course content to service-learning activity	Express a limited, unclear connection of course content to service-learning activity
ELO 4 – Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.	Articulates a thorough and complex understanding of the issues, resources, assets and cultures of the community	Identifies and clearly understands the issues, resources, assets, and cultures of the community	Identifies the issues, resources, assets, and cultures of the community	Shows minimal awareness of the issues, resources, assets and cultures of the community
ELO 5 – Students evaluate the impacts of the service-learning activity	Thoroughly evaluates the impacts of the service-learning experience on him/herself, the organization and also considers the long term impact of the work on the community	Evaluates the impacts of the service-learning experience on him/herself and the contributions that he/she made to the goals and aims of the organization	Evaluates the impacts of the service-learning experience on him/herself	Minimally evaluates the impacts of the service-learning experience

- c) Assessment data will be reviewed annually by the instructional team and the community partners and the information will be used in modifications to the syllabus for the following year. Assessment data will be submitted to the assessment coordinators in the Department of Spanish and Portuguese and the School of Communication for use in periodic GE assessment reports.



## Service-Learning Designation Request Form

Please upload attachments to the appropriate Course Request Form in the Course and Program Entry and Approval System ([curriculum.osu.edu](http://curriculum.osu.edu)).

1. Has this class previously received an S-Designation? **No**
2. Is this class always taught with a service-learning component? **No**

*(If no, please provide details)* This is a new course being proposed in the College of Arts Sciences as part of the new faculty team teaching initiative.

An effective service-learning course should include the following core premises:

- Connection to academic learning
- Analysis of connection between academic content and service
- Mutual benefit for all involved
- Student preparation and support
- Plan for evaluation
- Plan for sustainability

### COURSE CONTENT/PLANNING

3. Please describe the planned service activities to be performed by students in this course.

Students in this course will design and evaluate a culturally appropriate health communication intervention for Spanish-speaking patients at La Clinica Latina and the Physician's Free Clinic in Columbus.

4. Please describe how the planned service activities reflect priorities and stated goals/needs of the community partner(s).

Given their comprehensive healthcare focus of both clinics, and the lack of patient knowledge regarding general disease prevention, our community partners expressed a great need for educational materials on a variety of general disease prevention and management topics. Clinic employees and volunteers lack the time and resources to adequately develop these materials; therefore, our service learning activities will address key patient and clinic needs.

5. Service-learning activities are all based on an agreement between three parties, each of whom has specific goals/expectations/responsibilities that are necessary to make it an effective service-learning experience.

Please describe goals/expectations/responsibilities for:

- a) **Faculty.** The proposed course will be cross listed in Spanish and Portuguese and Communication, and will be team-taught. Faculty will provide students with knowledge regarding Latino health and health disparities, as well as the process for developing theory-based health communication interventions. Faculty will assist and evaluate students throughout the intervention development process including the conducting background research, creating an intervention strategy and evaluating messages. Faculty will also co-

facilitate group discussions whereby students share their experiences at the clinic and important insights gained about the Latino population.

- b) **Students.** Students will spend two evenings volunteering at one of the two clinics, conduct extensive background research on the clinic population, and produce health communication materials for incorporation into the clinic. Students will also pre-test materials with clinic patients and staff and present final materials to faculty, fellow students, volunteers and community partners at a juried poster session.
- c) **The community partner(s).** Our community partners have agreed to attend an in-class introduction session on campus where they will inform students about their organizations and patient populations, and the specific health communication challenges they face. Our partners have also agreed to students volunteering at the clinic (one or two visits) to learn about their patient populations, and to test communication materials they developed with clinic staff and patients. Our community partners will also attend a final poster session where students unveil the communication interventions they developed during the course.

6. Please describe your plans for sustainability and departmental support for offering this service-learning course on a continuing basis.

This course is easily sustainable given the needs of the clinic for Spanish language health education and communication material. In a meeting with community partners we created a list of educational needs including materials on such topics as healthy eating, importance of physical activity, family planning, STD prevention and medication adherence. These topics can be addressed in subsequent semesters of the course, as well as refreshing materials developed in previous semesters. Because work on these communication interventions will be done inside and outside the clinic, our course project is not a major burden for community partners or academic staff. Given that this course complements the expertise of faculties in two departments, if need be, it can be covered by a variety in subsequent semesters.

## **COURSE GOALS**

7. How does the service activity connect with the academic content of the course and how is this content in turn enhanced by the service component of the course?

Through interactions with clinic staff and patients, students will gain a better understanding of the overall health of Latinos and the causes of Latino health disparities (course objectives 1 and 2). Furthermore, through clinic observations students will gain a greater understanding of the major language issues arising in health service delivery and the impact of culture on Latino health beliefs and behaviors (course objective 3 and 4). To apply theories and concepts learned in class regarding the developing of culturally appropriate health interventions, students will work in teams to develop a community-based health communication that meets the needs of our community partners and their patients (course objectives 5 and 6). This service activity provides an opportunity for direct application of course concepts and theories within a community setting and will help students better

articulate and understand the most effective health communication strategies for Latinos (course objective 7).

May 5, 2014

Dr. David Manderscheid  
Executive Dean and Vice Provost  
College of Arts and Sciences  
186 University Hall  
Columbus, OH 43210

Dear Dr. Manderscheid,

I am writing this letter in support of an application to develop a team-taught course titled “Language, Culture and Communication in Latino Health.” This course is being proposed by one my faculty members, Dr. Shelly Hovick, along with Dr. Glenn Martinez from the Department of Spanish and Portuguese. The course will examine the ways in which culture and communication shape the health and healthcare experiences of Latinos in the U.S. Additionally, the course will educate students on key theories and techniques for developing culturally-appropriate health communication interventions.

The proposed course is unlike any we currently offer, and it would be appealing to undergraduates in the Communication Analysis and Practice and the Strategic Communication tracks. We anticipate the course would attract undergraduate students in the Colleges of Nursing, Public Health, Pharmacy, Education and Social Work who are interested in Latino health and communication. Furthermore, the course would satisfy a general education requirement under the category of Social Diversity. Currently, no courses are offered in the School of Communication that satisfy this diversity requirement.

In addition to meeting the social diversity requirement, the course includes a service-learning component. Students apply course theories and concepts through the development a health communication intervention for Spanish-speaking patients at two health clinics in Columbus: La Clinica Latina and the Physicians Free Clinic. This service learning opportunity is not only beneficial to community partners, who have identified a great need for culturally appropriate health information, but to our students. Through their work at the clinics, students will translate academic knowledge into practice to obtain a greater understanding of Latino health disparities. They will also gain real-world experience developing and testing health communication interventions. I strongly support efforts to extend the mission of the School into the community, and feel this is a real strength of the proposed course. To date we have not offered any service learning courses in the School of Communication, so this course would be a welcome addition to our undergraduate curriculum.



The proposed course supports several long-term goals for our undergraduate program. First, it may help attract students (both inside and outside the College of Arts and Sciences) to our minor in health communication, which was recently approved by the College of Arts and Sciences. Second, the School of Communication faculty recently approved a change to the learning goals for undergraduate communication and journalism programs to include a focus on social diversity and the recognition of the importance of diversity in the workplace. This course contributes to the achievement of these learning goals, and will expose students to critical issues facing the nation's largest minority group. Furthermore, I believe the interdisciplinary nature of this course would allow students to gain a greater understanding of the wide range of health and communication issues impacting Latinos. The mix of students from across departments will also enhance dialogue within the class and create a richer educational experience for students.

The course would bring together the unique expertise of Drs. Martinez and Hovick and its development has truly been a team effort, which increases the likelihood of its' success. They have developed a course that builds on their individual areas of interest within the context of Latino health disparities and have worked together to develop assignments and the major service learning project for the course. Furthermore, the experiences that Drs. Martinez and Hovick have had in clinical and community health settings will provide students with important real-world perspectives.

In closing, I strongly support this interdisciplinary team-teaching proposal. This course meets the goals of the team-teaching initiative to promote innovate teaching, interdisciplinary teaching and research collaboration. Furthermore, the course clearly fits the needs of our program and will enhance undergraduate course offerings. I anticipate the proposed course will be popular among students and hope to offer it Spring of 2015.

Sincerely,

Dr. Carroll J. Glynn  
Professor and Director



May 15, 2014

Dr. David Manderschied  
Executive Dean and Vice Provost  
College of Arts & Sciences  
186 University Hall  
Columbus, OH 43210

Dear Dean Manderscheid,

I am pleased to submit this interdisciplinary team-taught course, "Language, Culture and Communication in Latino Health," in collaboration with Dr. Shelly Hovick from the School of Communication. We have designed this course to fulfill a curricular void in the School of Communication and the Department of Spanish & Portuguese, and in the larger College of Arts & Sciences.

The Department of Spanish & Portuguese has some experience in Service Learning through Spanish 5689S: Spanish in Ohio. However, that course has historically been directed toward a very specific student population at OSU, primarily serving as a capstone course for advanced Spanish majors nearing graduation. We recognize the need to target a larger population of students that may not have another opportunity to be in close proximity with Spanish and Spanish-speaking populations under traditional classroom teaching methods. We believe the proposed course appropriately satisfies this need, as it places the students in direct contact with the Latino population, exposing them to important topics in healthcare for an underserved and largely uninsured population.

This GE-level course would not only attract Spanish & Portuguese majors, but also those majors from the Colleges of Nursing, Education and Social Work that interface with issues of Latino health. Topics incorporated into the syllabus examine the theoretical and practical ways in which bilingualism, culture, and communication shape the health and healthcare experiences of Latinos in the U.S. These topics are best addressed in a team-teaching and service-learning environment. In this particular course, team-teaching allows for students to draw on expertise in Communication and Hispanic Linguistics, permitting students to see bilingualism and culture from a sociolinguistic and a communication perspective. Service-learning opportunities further enhance and enrich this interdisciplinary perspective by giving students a very tangible context within which to assimilate theoretical concepts.



This collaboration between the Department of Spanish and Portuguese and the School of Communication will set an important precedent for future collaborations that will benefit all seven language departments within Arts and Sciences, the Center for Languages, Literatures, and Cultures and the Advanced Language Institute. As the CLLC and the Advanced Language Institute, in conjunction with the language departments, move forward with the development of domain-based language instruction, the contribution of perspectives in interpersonal, organizational, political, and health communication will become increasingly pertinent and necessary.

In sum, I believe that this course meets several objectives within the ASC strategic plan including 1) enhancement of student learning through interdisciplinary and community-based instruction and 2) enrichment of the ASC focus on biological, psychological, and social pathways to health and well-being by injecting perspectives from Arts and Humanities.

Respectfully submitted,

Glenn Martinez, Chair  
Department of Spanish and Portuguese



**THE OHIO STATE UNIVERSITY**

---

**College of Arts and Sciences**

Department of Comparative Studies

451 Hagerty Hall  
1775 S. College Rd.  
Columbus, OH 43210

614-262-2559 Phone  
614-292-6707 Fax

[comparativestudies.osu.edu](http://comparativestudies.osu.edu)

May 14, 2014

Professor Glenn Martinez, Chair  
Department of Spanish and Portuguese  
298 Hagerty Hall  
1775 College Road

Dear Glenn,

The Department of Comparative Studies is happy to concur with your proposal for a team taught GE course, Language, Culture and Communication in Latino Health. The general education curriculum will be enhanced by this offering. This will be an excellent example of cross-college collaboration.

Yours,

Barry Shank  
Professor & Chair





THE OHIO STATE UNIVERSITY

---

BUT FOR OHIO STATE

**Subject:** FW: GE course proposal concurrence  
**Date:** Wednesday, May 7, 2014 5:07:26 AM Eastern Daylight Time  
**From:** Martinez, Glenn A.  
**To:** Martinez, Glenn A.

Glenn A. Martinez, Chair  
Professor of Hispanic Linguistics  
Department of Spanish and Portuguese  
The Ohio State University  
298 Hagerty Hall  
1775 College Rd.  
Columbus, OH 43210-1229

---

**From:** "Snyder, Anastasia" <[snyder.893@osu.edu](mailto:snyder.893@osu.edu)>  
**Date:** Tue, 6 May 2014 09:24:16 -0400  
**To:** Glenn Martinez <[martinez.474@osu.edu](mailto:martinez.474@osu.edu)>  
**Subject:** RE: GE course proposal concurrence

Good morning Glenn,

I was also nice meeting you yesterday. I've looked this over and discussed with the Associate Chair for Curriculum in Human Sciences. We both think this course looks great and would be good for students in our various programs, especially Human Nutrition and Exercise Science. Human Science offers concurrence for this proposal. Good luck with this!

Tasha



THE OHIO STATE UNIVERSITY

Anastasia Snyder  
Associate Professor and Interim Chair  
Department of Human Sciences  
[Snyder.893@osu.edu](mailto:Snyder.893@osu.edu)  
614-688-4169

---

**From:** Martinez, Glenn A.  
**Sent:** Monday, May 05, 2014 6:25 PM  
**To:** Snyder, Anastasia  
**Subject:** GE course proposal concurrence

Hi Tasha,

It was nice meeting you today at the OAA chairs meeting! Shelly Hovick (from the School of Communication) and I are working on a proposal for a team taught GE course on Language, Culture and Communication in Latino Health. This course would fulfill the social diversity and service learning GE categories. We would like for this course to be an option for freshmen and sophomores interested in nutrition, nursing, public health, social work, and pre-health programs in ASC. I am attaching a syllabus and other required documents for the proposed course. Would you be willing to look at it and indicate whether the Department of Human Sciences will offer its concurrence for this

proposal? An email response would be fine.

Thanks,  
Glenn

Glenn A. Martinez, Chair  
Professor of Hispanic Linguistics  
Department of Spanish and Portuguese  
The Ohio State University  
298 Hagerty Hall  
1775 College Rd.  
Columbus, OH 43210-1229

**Subject:** FW: GE course proposal concurrence  
**Date:** Wednesday, May 7, 2014 5:07:46 AM Eastern Daylight Time  
**From:** Martinez, Glenn A.  
**To:** Martinez, Glenn A.

Glenn A. Martinez, Chair  
Professor of Hispanic Linguistics  
Department of Spanish and Portuguese  
The Ohio State University  
298 Hagerty Hall  
1775 College Rd.  
Columbus, OH 43210-1229

---

**From:** "Babcock, Jennie" <[babcock.79@osu.edu](mailto:babcock.79@osu.edu)>  
**Date:** Tue, 6 May 2014 11:07:14 -0400  
**To:** Glenn Martinez <[martinez.474@osu.edu](mailto:martinez.474@osu.edu)>  
**Subject:** RE: GE course proposal concurrence

Dear Glenn,

The College of Social Work fully supports the proposed GE course, *Language, Culture and Communication in Latino Health*.

We anticipate a significant degree of interest in this course as many of our students have professional aspirations to engage in social work practice with Latino populations and recognize that Latino health disparities present a significant and growing challenge in our field. The team teaching and service learning components of this course are especially exciting due to the exposure to expertise across disciplines and the enriched learning experience of field-based participation.

Please let me know if you need any additional information.

Sincerely,  
Jennie



**Jennie R. Babcock**  
Undergraduate Studies Director  
**College of Social Work**  
308 Stillman Hall, 1947 College Rd., Columbus, OH 43210  
614-292-5471 Office  
[babcock.79@osu.edu](mailto:babcock.79@osu.edu)

---

**From:** Martinez, Glenn A.  
**Sent:** Monday, May 05, 2014 6:29 PM  
**To:** Babcock, Jennie  
**Subject:** GE course proposal concurrence

Dear Jennie

Shelly Hovick (from the School of Communication) and I are proposing a team taught course on Language, Culture and Communication in Latino Health. This course would be a GE course in the social diversity and service learning categories and it will be geared towards freshmen and sophomores who are interested in pursuing degrees in social work, nursing, nutrition, public health, and pre-health programs within ASC. We would like to include in the proposal an indication of support/concurrence from the College of Social Work. I am attaching the syllabus and other documents. Would you be able to provide an email indicating CSW support?

Thanks,  
Glenn

Glenn A. Martinez, Chair  
Professor of Hispanic Linguistics  
Department of Spanish and Portuguese  
The Ohio State University  
298 Hagerty Hall  
1775 College Rd.  
Columbus, OH 43210-1229



**THE OHIO STATE UNIVERSITY**  
COLLEGE OF NURSING

**College of Nursing**  
Office of the Dean

Newton Hall  
1585 Neil Ave  
Columbus, OH 43215

Phone (614) 292-8900  
Fax (614) 292-4535  
E-mail [nursing@osu.edu](mailto:nursing@osu.edu)  
Web [nursing.osu.edu](http://nursing.osu.edu)

May 8, 2014

Glenn A. Martinez, Chair  
Professor of Hispanic Linguistics  
Department of Spanish and Portuguese  
The Ohio State University  
298 Hagerty Hall  
1775 College Rd.  
CAMPUS MAIL

Dear Dr. Martinez,

I am writing in support of and to indicate our concurrence with the interdisciplinary GE course, Language, Culture and Communication in Latino Health, that you are proposing for freshmen and sophomores who are interested in pursuing degrees in nursing, nutrition, public health, and pre-health programs within ASC.

The course meets an important need for student learning culture and health delivered by an interdisciplinary team of faculty to pre-health undergraduate students, including Nursing. The community health care settings included in this course provides an opportunity to extend learning through application and community engagement. While the primary focus of the course is on communication, one of the assignments involves development of a health communication intervention which might benefit from engagement with health sciences faculty. The college of nursing supports the offering of this course by Dr. Glenn Martinez and colleagues.

Sincerely,

Bernadette Mazurek Melnyk, PhD, RN, CRNP/PMHNP, FAANP, FNAP, FAAN  
Associate Vice President for Health Promotion  
University Chief Wellness Officer  
Dean and Professor, College of Nursing  
Professor of Pediatrics & Psychiatry, College of Medicine