

Spanish 3311: Language, Culture, and Communication in Latina/o/e Health

COURSE DESCRIPTION

This course will examine the ways language, culture and communication shape the health and healthcare experiences of Latina/o/e peoples 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 Latina/o/e Health. Students in this course will learn key theories and techniques for developing culturally and linguistically appropriate health communication interventions. Through community partnerships, students will also develop a health communication intervention for Spanish-speaking patients.

COURSE GOALS

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

- (1) overall health of the U.S. Latina/o/e populations
- (2) causes of Latina/o/e health and communication disparities,
- (3) language issues arising in health service delivery that may contribute to Latina/o/e health disparities
- (4) impact of culture on health beliefs and behavior
- (5) process for developing culturally appropriate health communication interventions, and
- (6) most effective health communication strategies for Latinas/os/es



COURSE MEETING DAYS/ TIMES:

Mon/Wed 3:30-4:45

COURSE LOCATION:

Classroom Hall 206

INSTRUCTOR:

Dra. Elena Foulis (Profe)

OFFICE HOURS: Wednesdays
1-3pm and by appointment.

REQUIRED TEXTS/READINGS

REQUIRED:

Foulis, Elena and Alexandra Rodríguez Sabogal. *Humanidades Médicas y la Comunidad Latina: An interdisciplinary and translingual approach to understanding Healthcare Equity*. Pressbook, 2025.

SUGGESTED:

Martinez, Glenn A. *Spanish in Health Care: Policy, Practice and Pedagogy in Latino Health*. Routledge, 2020.
Manzo, Rosa D., et al. *Cultura y Corazón: A Decolonial Methodology for Community Engaged Research*. University of Arizona Press, 2020.

Additionally, readings, video viewings and/or activities each week that will be posted on

Blackboard. All readings and activities will be posted in the module for each class. Please be sure to review.

COURSE ASSIGNMENTS

Todas las tareas serán realizadas en español o en español e inglés, según sea la tarea. The following is a list of assignments for the course and their point values. You may view your grade any time in Blackboard. This course uses the standard grade percentages (for A, B, C, etc.) and, at this time, grades are not curved, nor will we round grades up (i.e., your final grade in Blackboard is your final grade). Should you have any questions or concerns regarding assignments or your grade, please talk with your instructor.

Midterm & Final Exam (100 points)

Students will take a midterm and final exam in this course. You will be tested on information from all aspects of the course. Both exams are worth 50 points each.

Health Education Intervention (175 points)

You will work in pairs to develop a culturally and linguistically appropriate, theory-based, health communication intervention for Spanish-speaking patients to address a known knowledge gap among patients' experiences in healthcare. 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 a healthcare center, through community health workers presentations and summits, and background research.

Please Note: To develop the intervention, your team must spend time exploring clinics or health related environments, interviewing Latinas/os (Spanish dominant) people about their experiences in healthcare, and/or talking with members of the community regarding your intervention materials. Your grade will be based on five group assignments (i.e., metas). Each assignment focuses on a step in the intervention development process and culminates in the creation of a final intervention plan to be shared with the clinic.

Meta 1: Background Research & Audience Analysis (50 points)

Meta 2: Overall Intervention Strategy (25 points)

Meta 3: Sample Messages and Materials (25 points)

Meta 4: Message Testing Responses (25 points)

Meta 5: Final Intervention Plan (updated milestones 1-4; 50 points)

FINAL GRADE SCALE

Percentage	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Learning Reflections (80 points, 4X20)

Learning reflections will provide a space for interaction with your peers. You will be asked to reflect and comment several times throughout the semester on your reactions to course material, experiences working in the community, and development of your intervention (including challenges, insights, and questions). These assignments and posts (of varying point values) are designed to help you apply course concepts, reflect on your observations in healthcare settings, speakers, and seek feedback from your peers. Your grade for your reflection will be based on your responses and, in some cases, your responses to others.

Final Presentation (100 points)

Your experience in this class will culminate in a presentation for clinic staff, fellow students, and invited guests. Included in this presentation should be an overview of the development and creation of your health communication intervention and the final materials that your group developed. Your group will be evaluated on your presentation skills, as well as how you handle questions and comments.

Participation, Engagement, & Community Building Points (40 points)

A participation grade will be assigned by your instructors at the end of the course based on your weekly class attendance (20 points) and your participation in class activities and discussions (20 points).

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 discussions as well as small group activities. Remember that attendance factors into your participation grade and will likely impact your peer evaluation score. You have two "free" absences that won't impact your grade, after that, proper documentation such as a doctor's note or court order will be needed to excuse the absence. After two unexcused absences, your grade will drop by 2% with each unexcused absence.

Technology Use

Technology is welcomed in this course. I understand the value of having computer access in the classroom and may even ask you to bring a computer on occasion, but I reserve the right to institute a technology policy if your usage becomes problematic or distracting to the class. I also reserve the right to ask everyone to "unplug" or put away technology for the day if we see students using technology for non-class purposes.

Assignment Due Dates

Due dates for this course are firm. If you do not turn an assignment in on time, you will receive zero points for that 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 if possible. After one week past the due date, you will not be allowed to turn in assignments for credit, even if you have verification, if we have not heard from you.

Make-up Exams and Presentations

If you are not in class on the scheduled day to take an exam or to participate in the group presentation you will receive a score of zero. Make-up exams and presentations will be arranged for university-excused or unavoidable circumstances (e.g., deaths, personal/family illness, and emergencies), but only with written verification. Proper documentation must be submitted within 72 hours of your absence. We also ask that you inform us of these types of situations in advance when possible.

Communication

There is a Blackboard site for this course where readings will be posted, along with grades and other course information and assignments. Prior to each class, we will post a module for that class that includes readings, viewings, online discussions, etc. It is your responsibility to review modules prior to class. It is also your responsibility to check Blackboard regularly for announcements and updates. You can (and should) also set-up Blackboard so that copies of announcements and e-mails are also sent to your e-mail. E-mail is the easiest and quickest way to get in touch with your instructors if you need something quickly.

Classroom Environment

My goal is to create a classroom climate where students feel comfortable participating in class activities and discussions and sharing their thoughts and opinions. To this end, I ask that you be tolerant and respectful towards each other and others' point of view. This is particularly important to remember when responding to student posts in the discussion board in Blackboard.

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. The Student Handbook is available through the Student Rights and Responsibilities webpage: <https://www.tamusa.edu/student-rights-and-responsibilities/index.html>

Accommodations

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Support Services in the Central Academic Building, Suite 210, or at (210) 784-1335 or visit <https://www.tamusa.edu/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Statement on Belonging

As a Hispanic Servicing Institution, Texas A&M University, San Antonio embraces and maintains an environment that respects diverse traditions, heritages, languages, experiences, and people. Our commitment to creating equitable and inclusive classroom environments moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our department, the faculty, students, and staff are dedicated to building a tradition of social justice with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Course calendar

DATES	TOPICS, READINGS AND ASSIGNMENTS
Week one 8/25-27	<p>INTRODUCCIONES Health of Hispanics in the U.S. Discussion of Intervention Project & Clinic Visit</p> <p><i>Leer:</i> Humanidades Médicas, introducción Cultura, p. 33-53</p> <p>Visitante: Deborah Gonzalez, Metropolitan Health District</p>
Week two 9/3	<p>LAS HUMANIDADES MÉDICAS Y LAS COMUNIDADES LATINAS</p> <p><i>Leer:</i> Humanidades Médicas, Cap. 1 What is Health Humanities? The Impact of Language in Health Experiences, completa las preguntas y ejercicios en tu cuaderno.</p> <p><i>Primera reflexión</i></p>
Week three 9/8-10	<p>LAS HUMANIDADES MÉDICAS Y LAS COMUNIDADES LATINAS</p> <p><i>Leer:</i> Humanidades Médicas, Cap. 1 Textos, películas y series y Casos de estudio /</p> <p>Visitante: Tina Lopez, City of San Antonio, Metropolitan Health District</p>
Week four 9/15 **9/17 Reúnete con tu grupo para completar el timeline	<p>LENGUAJE Y CULTURA</p> <p><i>Leer y practicar:</i> Humanidades Médicas, Cap. 1 La práctica del role playing y Colaboraciones en grupo</p> <p>Visitante: Maria Alamo—Community nutrition, SA Metrohealth</p> <p><i>Segunda reflexión</i></p>
Week five 9/22-24	<p>CAUSES OF HEALTH INEQUALITIES: SOCIAL ECOLOGY OF LATINE/X HEALTH</p> <p><i>Leer:</i> Humanidades Médicas, Cap. 2 Human Dignity, Compassion, and Empathy as Foundational for Human Relationships, completa las preguntas y ejercicios en tu cuaderno.</p> <p><i>Language, culture, and power in clinical interactions (Maricel G. Santos, et al.)</i></p> <p>Visitantes: Monica Avila, SA Metrohealth and Marissa M. Gutierrez</p>
Week six 9/29-10-1	<p>EFFECTIVE STRATEGIES TO IMPROVE LATINE/X HEALTH (TELENOVELAS, PROMOTORES, ETC.)</p> <p><i>Leer:</i> Humanidades Médicas, Cap. 2 Textos, películas y series y Casos de estudio</p> <p><i>Leer y practicar:</i> Cap. 2 La práctica del role playing y Colaboraciones en grupo</p>
Week seven 10/6-8 No hay clase en persona	<p>LATINE/XS AND HEALTH CARE IN THE U.S. FAMILISM & MEDICAL DECISION MAKING</p> <p><i>Leer:</i> Health Care Access for Mayan Communities in Kansas, Forthcoming. (Rachel Showstack, Raúl Rangel, and Margarita Francisco) Visible Hands/Unheard Voices, Cultura, p.147-177</p> <p>Completa la discusión en el foro.</p> <p>Exam one-ONLINE will open 10/5 8am to 10/8 5pm</p> <p>Milestone #1 (10/10)</p>

Week eight 10/13-15	<p>LANGUAGE USE, ACCESS & CULTURAL COMPETENCY</p> <p><i>Leer:</i> Humanidades Médicas, Cap. 3 Ethical Approaches to Working with Bilingual Latine Communities in The US in Healthcare Settings – Humanidades Médicas y la Comunidad Latina completa las preguntas y ejercicios en tu cuaderno.</p> <p style="text-align: center;">ENCUESTA DE MEDIO SEMESTRE</p>
Week nine 10/20-22	<p>LENGUA Y PEDAGOGIA</p> <p><i>Leer:</i> Humanidades Médicas, Cap. 3 Textos, películas y series y Casos de estudio <i>Spanish in Health Care, chapter five.</i></p> <p style="text-align: right;">Milestone #2 (10/24)</p>
Week ten 10/27-29	<p><i>Leer y practicar:</i> Humanidades Médicas, Cap. 3 La práctica del role playing y Colaboraciones en grupo</p> <p style="text-align: right;"><i>Tercera reflexión</i></p>
Week eleven 11/3-5	<p>INFLUENCE OF LATINE/X CULTURE ON HEALTH BELIEFS/PRACTICES</p> <p><i>Leer:</i> Humanidades Médicas, Cap. 4 Medicine, Disease, and Curanderas – Humanidades Médicas y la Comunidad Latina, completa las preguntas y ejercicios en tu cuaderno.</p> <p> Cultural Health Beliefs and Practices Among Hispanic Parents Cultural Health Beliefs and Practices Among Hispanic Parents - Alison L. Fowler, Megan E. Mann, Francisco J. Martinez, Hung-Wen Yeh, John D. Cowden, 2022 (sagepub.com)</p> <p style="text-align: right;">Milestone #3 (11/8)</p>

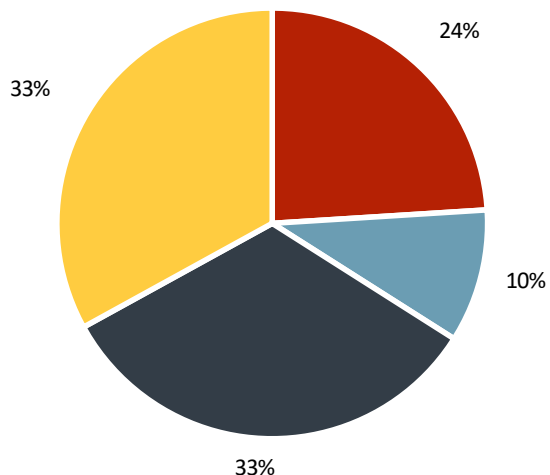
Resource	Description
Week Twelve 11/10-12	<p><i>Leer:</i> Humanidades Médicas, Cap. 4 Textos, películas y series y Casos de estudio</p> <p><i>Leer:</i> Translanguaging in Health Care Interaction Communicating with Latino/as in Health Care</p>
Week Thirteen 11/18-20	<p>LANGUAGE AND CONFIANZA: THE ROLE OF INTERPRETATION</p> <p><i>Leer:</i> Humanidades Médicas, Cap. 5, Community Voices: Listening to Everyday Health Histories – Humanidades Médicas y la Comunidad Latina</p> <p><i>Leer y practicar:</i> Humanidades Médicas, Cap. 5 La práctica del role playing y Colaboraciones en grupo</p> <p style="text-align: center;"><u>Interpreting workshop</u></p> <p style="text-align: right;">Milestone#4 (11/22)</p>
Week fourteen Examen y descanso de Acción de gracias.	<i>Exam Two- ONLINE</i>

Week fifteen 12/1-3	Health Literacy and Equity Leer: <i>Humanidades Médicas</i> , Cap. 5 Textos, películas y series y Casos de estudio Leer: <i>Feuerherm, E. & McIntosh, B. (2023). Beyond “Limited English Proficient” in healthcare policy, practice, and programs</i> <i>Cuarta reflexión.</i>
Week sixteen 12/8-10	Final presentations Milestone #5 (Friday 12/12)

How to Be Successful in This Course

Consider the course goals and determine how to allocate time to complete course requirements. It takes on average 6 hours to successfully prepare for readings and activities each week. The Prep Time chart below provides a visual representation of the typical time spent completing assignments.

Prep Time



**Read, highlight and write notes
(this will help you with exams)**

**Engage and contribute to
discussions with peers**

**Plan and implement a practice
(Health interventions)**

Complete written reflections

- Actively participate. The course experience is more enriching when it includes a greater number of diverse voices and perspectives.
- Read and respond to discussion threads. Research shows that learning is enhanced when online discussion participants read each other's posts, engage in meaningful collaboration, offer encouragement, and share relevant resources.
- Demonstrate respect for differences. We all come to the table with different experiences and viewpoints. Show respect for differences by seeking to understand, asking questions, clarifying understanding, and/or respectfully explaining your own perspective.
- Be specific. We encourage you to offer specific evidence from the readings and clinic experiences when posting to the discussion forums.