

**The University of Texas at El Paso**  
**MSW Program - Department of Social Work, College of Health Sciences**  
SOWK 3370/5393 (CRNs:16177/151131 ) Special Topics in Social Work and in Health Sciences

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Term: Fall 2020  
Meeting Times: Mondays 1:30-4:20 pm  
Classroom: Via Zoom Call (invitation link send via email)  
Office Hours: Dr. Moya: Friday 8:30-10:30 am via Zoom, FaceTime, Teams or by appointment.  
Jessica Ayala: Fridays 12-3pm via Zoom, Teams or by appointment.

*\*Please call or email to [emmoya@utep.edu](mailto:emmoya@utep.edu) or [jayala8@miners.utep.edu](mailto:jayala8@miners.utep.edu) to confirm your appointment.*

**I. Course Description:**

Using a social justice lens, the purpose of this course is to provide an examination of the social determinants that influence individual and population-level health. Social determinants include, and are not limited to, class, education, race, gender, neighborhood, regional and global influences, and immigration. We will also discuss the theoretical and methodological approaches to the study of social determinants—utilizing a multidisciplinary perspective. As this is a research-driven course, we will learn and implement a Photovoice (Voices and Images) based project focused on these themes and develop a \$100 SOLUTION Project.

**Prerequisite: none**

**II. Student Competencies:**

Based on the UTEP Social Work Program's Mission Statement, Goals, and Objectives for the BSW and MSW Program, and on the Educational Policy (EP) Statement of the Council on Social Work Education, students who complete this course are expected to be able to:

1. Utilize multiple frameworks for analyzing social inequalities (EP 2.1.3, EP 2.1.9, EP 2.1.10)
2. Analyze contemporary issues in the development and implementation of social welfare policy (EP 2.1.8, 2.1.10)
3. Understand and articulate the underlying determinants of social inequalities to the design of social welfare policy with special emphasis on the causes, consequences and relationship between diversity, poverty, race, ethnicity, gender, and disproportionately high rates of poor health, severe mental illness and substance abuse (EP 2.1.5, EP 2.1.6, EP 2.1.7, EP 2.1.8, EP 2.1.10)

4. Assess how the structure of current social welfare policies affects men, women, and people of color, various ages, ethnic backgrounds, socioeconomic status, genders, and physical and mental disabilities, with special focus on the U.S.-Mexico border region (EL 2.1.2, EP 2.1.3, EP 2.1.4, EP 2.1.5, EP 2.1.7, EP 2.1.8, EP 2.1.9, EP 2.1.10).
5. Describe strategies of advocacy and social change that advance social and economic justice that can be undertaken collaboratively with members of the group at risk (EP 2.1.5, EP 2.1.8, EP 2.1.10)

**Course Objectives:**

- Identify, analyze, and interpret the factors that influence people’s health status—using a social determinant of health lens.
- Identify how social factors contribute to social and health inequalities.
- Identify various methodological approaches to the study of social determinants of health.
- Critically evaluate evidence for social determinants of health and identify gaps in the current knowledge base.
- Become familiar with the “Healthy People 2020,” “Healthy Paso del Norte Dashboard,” and “County Healthy Ranking and Roadmap” websites in order to explore data related to local and regional and national health disparities.

**Specific Photovoice and \$100 Solution Project Objectives:**

- Use the Photovoice method and the \$100 Solution Project and learn the application in a range of health issues, and why a community might use it.
- Identify ethical issues involved in Photovoice.
- Learn how to capture images of everyday life and work.
- Articulate social determinants of health through a Photovoice presentation, including the disparity, the root causes, and recommendations for solutions.
- Use the Photovoice project experience to inform a \$100 SOLUTION Project and prepare a poster presentation.

**II. Required Materials:** All readings are available on our Blackboard site

**III. Course Assignments and Assessments**

This course will include lectures, group activities, films, discussions, and presentations from representatives from our local community, academicians and leaders working with the community as well as representatives from our local community. All classes will begin promptly. Students are expected to be active participants, discussants, and co-facilitators throughout the class.

**Format and Requirements**

1. Completion of assigned readings before the session in which they are to be discussed. Readings not found within the text can be accessed through electronic reserves or through the UTEP Library website.
2. Assessments and assignments must be completed in an appropriate manner and on time.
3. Students are expected to be active participants throughout the class and discussions.
4. Students are expected to attend all classes, be on time, and remain for the entire session. If you do not attend, you cannot participate, and 25 points will be deducted for every class

missed and 10 point will be deducted for every session that you are significantly late or depart early from class. In addition, any student missing more than three (3) class sessions risks being withdrawn from the class with a grade of W if the absences occur prior to the first eight (8) weeks of class. A grade of 'F' will be assigned if the total of class sessions missed exceeds three (3) after the first eight (8) weeks of the course. Students wishing to drop a course and receive a grade of 'W' must do so before official due date (please see University calendar). Any dropping of a course after that time will result in an automatic grade of F. This is in accordance with the university policy. Any student who anticipates problems adhering to the course attendance policy should arrange a meeting with the lecturer for the course as soon as possible.

**There are three main assessments:**

1. **30 % (300 points): Two Quizzes (75 points each) and a Final Critical Thinking Essay (150 points)** which are scheduled in the syllabus and will occur at the beginning of class. **The Final Essay** will be cumulative and take-home.
2. **35 % (350 points): Photovoice Project and presentation, which will consist of taking photographs that**, reflect course themes. Such photographs will be guided through a series of framing questions. Students will be responsible for bringing them to class and discussing the photos in groups. Then students will write narratives for each photograph and format them for a final virtual presentation.
3. **15 % (150 points): Class Participation and engagement. Not only is attendance required. Participation is graded** based both on frequency and quality of participation. For the quieter students, we encourage you to schedule virtual office hours early to discuss practices that will empower your classroom participation. Other portions of your class participation grade include leading or **co-leading class discussions**.
4. **20% (200 points): \$100 Dollar SOLUTION Project** to enrich student lives through learning, virtual poster, and presentation to class. An orientation on the four pillars of the \$100 Solution Project will be presented in the first two week of the course. Students may work on individual projects or in teams of two. Guidance and mentorship will be provided throughout the semester. A poster template will be provided for students to facilitate project presentation. Students will receive up to two stipends of \$100 via student notice of awards to fund their projects. <http://The100dollarsolutioj.org>
5. **Graduate-Level Credit:** Graduate students earning graduate credit will be required to complete additional assignments, including co-discussant leading. The main additional written assignment will be a literature review and critique, linked to the themes evident in your Photovoice photos.

Grading is based on the following scale:

900 – 1000	<b>A</b>
800 – 899	<b>B</b>
700 – 799	<b>C</b>
600 – 699	<b>D</b>
0 – 599	<b>F</b>

**IV. Technology Requirements:** Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. Please download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

**V. Course Communication:** How we will stay in contact with each other

Because this is an online class, we will not see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

- **Office Hours:** We will not be able to meet on campus, however we will still have office hours for your questions and comments about the course.

Dr. Moya: Fridays 8:30-10:30 am via Zoom, FaceTime, Teams or by appointment.

Jessica Ayala: Fridays 12-3pm via Zoom, Teams or by appointment.

Please confirm appointment by email to [emmoya@utep.edu](mailto:emmoya@utep.edu) or [jayala8@miners.utep.edu](mailto:jayala8@miners.utep.edu)

- **Email:** UTEP e-mail is the best way to contact us. We will make every attempt to respond to your e-mail within 24-48 hours of receipt. Be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

## VI. Netiquette

As we know, sometimes communication online can be challenging. It is possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Students are expected to act like professionals in class. This means arriving at class on time, being prepared to participate in the class discussion, and showing respect for one another's opinions. We will not, nor should we, always agree with one another. In this, environment students will be exposed to diverse ideas and opinions, and sometime will not agree with the ideas expressed by others. However, you will be expected to engage one another with respect and professionalism.

## VII. Class Policies

Syllabus Changes: The instructors reserve the right to make changes to the syllabus at any point during the semester

Classroom Civility: A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. Students are responsible for treating others with courtesy and respect and should promote group cohesion. Students are expected to listen to the concerns and opinions of others with openness and provide suggestions.

Late assignments: Any assignment that is not turned at the beginning of the class period on the day it is due will be considered late. If for some reason assignments are turned in late, and an extension was not previously obtained, the following policy applies to the grade for the assignment:

1. Up to 12 hours late: 20% reduction
2. 12-24 hours late: 50% reduction
3. More than 24 hours – you will receive no points.

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to us—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

*Attendance and the Drop Deadline:* Students who miss more than three classes risk being withdrawn from class with a grade of W if absences occur prior to the first eight weeks or an “F” if the total of class sessions missed exceeds three after the first four weeks of the course. Students wishing to drop a course and receive a grade of W must do so prior to the Drop Date. Dropping a course after that time will result in an automatic grade of F.

*Confidentiality:* Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in recommendation against remaining in the social work program.

#### *Accommodations for Students*

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

#### *COVID-19 Accommodations*

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

### Academic Honesty

It is the philosophy of the University of Texas at El Paso that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. All alleged acts of scholastic dishonesty should be reported to the Dean of Students for disposition, or proceed with disciplinary action in a manner which provides the accused student his or her rights of due process.

Refer to <http://www.utep.edu/dos/acadintg.htm> for further information. You must cite, reference, or quote information obtained from other sources so you give credit where credit is due. We will report any instances of plagiarism and dishonesty to the Dean of Students Office and the grade for the assignment will be an "F" or "zero".

### Class Recordings

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

## **VII. COVID-19 PRECAUTIONS**

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at [screening.utep.edu](http://screening.utep.edu). If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to [COVIDaction@utep.edu](mailto:COVIDaction@utep.edu).

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website ([screening.utep.edu](http://screening.utep.edu)) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face

covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

### ***Title IX***

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

Inquiries regarding Title IX need to be referred to the University's Title IX Coordinator(s):

**Gabriel Ramirez**, Title IX Coordinator (Oversees investigations and policy implementation) (915)747-8358 [gramirez@utep.edu](mailto:gramirez@utep.edu)

**Andrea Lafleche**, Deputy Title IX Coordinator (Investigation of concerns related to Students) (915) 747-9375 [aclafleche@utep.edu](mailto:aclafleche@utep.edu).

**Dr. Catie McCorry-Andalis**, Deputy Title IX Coordinator (Education, Training and Outreach) (915) 747-5648 [cmandalis@utep.edu](mailto:cmandalis@utep.edu)

### **IX. Resources for Student Success and Well-Being**

For help with writing: **The University Writing Center** (UWC) (Library Building 2<sup>nd</sup> [ground] floor, at (915)-747-5112, provides assistance with writing to all UTEP students via email and a Synchronous system through Blackboard Collaborate. If you struggle with writing, the tutors at the UWC can help you. Check out their website – <http://academics.utep.edu/writingcenter>.

If you have a personal problem or issue that is affecting your studies, please contact the **Counseling and Psychological Services (CAPS)** at (915) 747-5302. The center provides career advice, workshops on academic skills and personal-worth. Services are provided via phone or through video. [www.utep.edu/counsel](http://www.utep.edu/counsel).



The Student Health Center is located in the Union Building East, Suite 100 (915) 747-5624, [studenthealth@utep.edu](mailto:studenthealth@utep.edu)

Mental Health Crisis Line (915) 779-1800

National Suicide Prevention Hotline 1-800-273-8255 and Veterans Crisis Line 1-800-273-8255

NAMI of El Paso (National Alliance against Mental Illness) (915) 534-5478

#### Related Resources

Center against Sexual and Family Violence Helpline: (915) 593-7300

El Paso Police Department (911) or UTEP Police Department (915) 747-5611.

Suspected harm of children or older persons, Child/Adult Protective Services 1-800-252-5400.

National Domestic Violence Hotline 1-800-799-SAFE (7233).

#### X. Course Evaluation

UTEP issues a survey that evaluates both the course and the instructors. The evaluation is completed by students toward the end of the semester, and all answers are confidential. The instructors may also choose to conduct a mid-point evaluation.

#### XI. Course Assignments and Learning Activities

A variety of learning methods are used including lectures, discussions, exercises, assignments, readings, and videos.

*This syllabus is subject to change. The syllabus may change to accommodate student-learning needs. Blackboard will always contain the most up-to-date version of the class syllabus, and the student is responsible for keeping up with the announcements made in class and online. Please check Blackboard and your email regularly for the most current version of the class syllabus.*

#### CALENDAR (Subject to Change)

WEEK	TOPIC(S)	READING(S) DUE :
Week 1 Aug 24	Pre-BUILD Evaluations-link by program evaluator Introductions Syllabus Review Introductions to Course Themes Health Inequalities Pre-Test  Film: In Sickness and in Wealth	
Week 2 Aug 31	<i>Social Determinants of Health: Theoretical Approaches.</i>  Introduction to the \$100 Dollar Solution Organization and project components.	<ul style="list-style-type: none"> <li>• Woolf, S. H., &amp; Braveman, P. (2011). Where health disparities begin, the role of social and economic determinants—and why current policies may make matters worse. <i>Health Affairs</i>, 30(10), 1852-1859.</li> </ul>

Commented [ME1]: Do we have access to the film?

	<p><a href="https://the100dollarsolution.org/">https://the100dollarsolution.org/</a></p> <p><b>Healthy Paso del Norte 2016 Report</b></p> <p><a href="https://pdnhf.s3.amazonaws.com/documents/files/000/000/169/original/Healthy_Paso_del_Norte_2016_report_-_FINAL_English.pdf?1501190662">https://pdnhf.s3.amazonaws.com/documents/files/000/000/169/original/Healthy_Paso_del_Norte_2016_report_-_FINAL_English.pdf?1501190662</a></p>	<ul style="list-style-type: none"> <li>Douglas, M., Katikireddi, S. V., Taulbut, M., McKee, M., &amp; McCartney, G. (2020). Mitigating the wider health effects of covid-19 pandemic response. <i>Bmj</i>, 369.</li> </ul>
<p><b>Week 3</b> <b>Sept 14</b></p>	<p><b>Photovoice "Voices and Images" Introduction &amp; Consent form</b></p> <p><b>Documentary: The Voices and Images of Residents of the Opportunity Center for the Homeless (19 min.)</b></p> <p><a href="https://youtu.be/zia6B2xE20">https://youtu.be/zia6B2xE20</a></p>	<ul style="list-style-type: none"> <li>Moya, Chavez-Baray, Loweree, Mattera, and Martinez. (2017). "Adults Experiencing Homelessness in the US-Mexico Border Region: A Photovoice Project." <i>Frontiers in Public Health</i>. H</li> </ul>
<p><b>Week 4</b> <b>Sept 21</b></p>	<p><b><i>Social Class and Poverty.</i></b></p> <p><b>Ted Talk: Excising a Virus of the Mind-Dr. Nicole T. Buchanan</b></p> <p><a href="https://www.youtube.com/watch?v=b5UUBPA1-FU">https://www.youtube.com/watch?v=b5UUBPA1-FU</a></p> <p><b>CDC press release from Health Disparities &amp; Inequalities Report. 2013. Pp. 1-32.</b></p> <p><a href="https://www.cdc.gov/mmwr/pdf/other/su6203.pdf">https://www.cdc.gov/mmwr/pdf/other/su6203.pdf</a></p> <p><b><i>Photovoice and \$100 Solution Project Lab</i></b></p> <p><b>*1<sup>st</sup> Presentation of Photographs*</b></p> <p><b>\$100 Dollard Solution Project Lab idea</b></p>	<ul style="list-style-type: none"> <li>Yoshikawa, H., Aber, J. L., &amp; Beardslee, W. R. (2012). "The effects of poverty on the mental, emotional, and behavioral health of children and youth: implications for prevention." <i>American Psychologist</i>, 67(4).</li> </ul>

<p><b>Week 5</b> <b>Sept 28</b></p>	<p><b>Race and Racism.</b></p> <p><b>Ted Talk: Allegories on race and racism   Camara Jones   TED x Emory</b> <a href="https://youtu.be/GNhcY6fTyBM">https://youtu.be/GNhcY6fTyBM</a></p> <p><b>* In -Class Reading Quiz 1*</b></p>	<ul style="list-style-type: none"> <li>Williams, D. R., &amp; Mohammed, S. A. (2013). "Racism and health I: Pathways and scientific evidence." <i>American Behavioral Scientist</i>, 0002764213487340.</li> <li>Haywood, J. M. (2017). 'Latino spaces have always been the most violent': Afro-Latino collegians' perceptions of colorism and Latino intragroup marginalization. <i>International Journal of Qualitative Studies in Education</i>, 30(8), 759-782.</li> </ul>
<p><b>Week 6</b> <b>Oct 5</b></p>	<p><b>Living conditions and neighborhood influences.</b></p> <p><b>Photovoice Lab</b> <b>*2<sup>nd</sup> Presentation of Photographs*</b></p> <p><b>\$100 Dollard Solution Project Lab</b></p>	<ul style="list-style-type: none"> <li>Hargrove, W. L., Juárez-Carillo, P. M., &amp; Korc, M. (2015). Healthy vinton: a health impact assessment focused on water and sanitation in a small rural town on the US-Mexico border. <i>International journal of environmental research and public health</i>, 12(4), 3864-3888.</li> <li>Martínez, D. N., Rendón, M. G., &amp; Arroyo, D. (2019). Los Olvidados/The Forgotten: Reconceptualizing Colonias as Viable Communities. <i>Progress in Planning</i>, 100450.</li> </ul>
<p><b>Week 7</b> <b>Oct 12</b></p>	<p><b>Focused case study: Sexual Minorities</b></p> <p><b>Ted Talk : The Biology of Gender, from DNA to the Brain</b> <a href="https://www.youtube.com/watch?v=LPy pPR1FU3I&amp;feature=youtu.be">https://www.youtube.com/watch?v=LPy pPR1FU3I&amp;feature=youtu.be</a></p>	<ul style="list-style-type: none"> <li>Hatzenbuehler, M. L., &amp; Pachankis, J. E. (2016). Stigma and minority stress as social determinants of health among lesbian, gay, bisexual, and transgender youth: research evidence and clinical implications. <i>Pediatric Clinics</i>, 63(6), 985-997</li> <li>Cahill, S., &amp; Makadon, H. (2014). Sexual orientation and gender identity data collection in clinical settings and in electronic health records: A key to ending LGBT health disparities. <i>LGBT health</i>, 1(1), 34-41.</li> </ul>
<p><b>Week 8</b> <b>Oct 19</b></p>	<p><b>Focused case study: Sexual Reproductive and Maternal Health</b></p> <p><b>Photovoice Lab *3<sup>rd</sup> Presentation of Photos*</b></p> <p><b>Ted Talk: Violence against women-It's a Men's Issue</b></p>	<ul style="list-style-type: none"> <li>Coleman-Minahan, K. (2017). The socio-political context of migration and reproductive health disparities: The case of early sexual initiation among Mexican-origin immigrant young women. <i>Social Science &amp; Medicine</i>, 180, 85-93.</li> </ul>

	<a href="https://youtu.be/KTvSfeCRxe8">https://youtu.be/KTvSfeCRxe8</a>	
	<b>\$100 Dollard Solution Project Lab</b>	
<b>Week 9 Oct 26</b>	<b>Focused case study: Youth to Older Adults</b>  <b>Photovoice Lab</b> <b>*Possibly a 4th Presentation of Photographs*</b>  <b>Ted Talk: Lets end Ageism</b> <a href="https://youtu.be/WfjzkO6_DEI">https://youtu.be/WfjzkO6_DEI</a>	<ul style="list-style-type: none"> <li>Friedman, S. M., Mulhausen, P., Cleveland, M. L., Coll, P. P., Daniel, K. M., Hayward, A. D. ... &amp; White, H. K. (2019). Healthy aging: American geriatrics society white paper executive summary. <i>Journal of the American Geriatrics Society</i>, 67(1), 17-20.</li> </ul>
<b>Week 10 Nov 2</b>	<b>Focused case study: Immigration Raids</b>  <b>Photovoice Lab</b> <b>* Presentation of Initial Photovoice Themes*</b>  <b>\$100 Dollard Solution Project Lab</b>  <b>*In Class-Reading Quiz 2*</b>	<ul style="list-style-type: none"> <li>Lopez, W. D., Kruger, D. J., Delva, J., Llanes, M., Ledón, C., Waller, A., ... &amp; Israel, B. (2017). Health implications of an immigration raid: findings from a Latino community in the Midwestern U.S. <i>Immigrant and minority health</i>, 19(3), 702-708</li> <li>Lopez, W. D., Horner, P., Doering-White, J., Delva, J., Sanders, L., &amp; Martinez, R. (2018). Raising Children amid the Threat of Deportation: Perspectives from Undocumented Latina Mothers. <i>J of Community Practice</i>, 26(2), 225-235.</li> </ul>
<b>Week 11 Nov 9</b>	<b>Focused case study: Social Determinants in Context</b>  <b>Ted Talk: We need to talk about an injustice</b> <a href="https://youtu.be/c2tOp7OxyQ8">https://youtu.be/c2tOp7OxyQ8</a>  <b>\$100 Dollard Solution Project Lab</b>	<ul style="list-style-type: none"> <li>Mier, N., Smith, M. L., Irizarry, D., Carrillo-Zuniga, G., Lee, C., Trevino, L., &amp; Ory, M. G. (2013). Bridging research and policy to address childhood obesity among border Hispanics: a pilot study. <i>American journal of preventive medicine</i>, 44(3), S208-S214.</li> <li>Nowotny, K. M., &amp; Kuptsevych-Timmer, A. (2018). Health and Justice: Framing incarceration as a social determinant of health for Black men in the United States. <i>Sociology Compass</i>, 12(3), e12566.doi:10.1111/soc4.12566.</li> </ul>
<b>Week 12 Nov 16</b>	<b>Focused case study: Indigenous &amp; Immigrant Health</b>	<ul style="list-style-type: none"> <li>Jones, R., Crowshoe, L., Reid, P., Calam, B., Curtis, E., Green, M. &amp; Milroy, J. (2019). Educating for indigenous health equity: An</li> </ul>

	<p><b>Ted Talk: What Makes you Special?</b>  <a href="https://youtu.be/MY5SatbZMAo">https://youtu.be/MY5SatbZMAo</a></p>	<p>international consensus statement. <i>Academic Medicine</i>, 94(4), 512-519.</p> <ul style="list-style-type: none"> <li>• Castañeda, Heide, Seth M. Holmes, Daniel S. Madrigal, Maria-Elena DeTrinidad Young, Naomi Beyeler, and James Quesada. "Immigration as a social determinant of health." <i>Annual review of public health</i> 36 (2015): 375-392.</li> </ul>
<p><b>Week 13</b>  <b>Nov 23</b></p>	<p><b><i>Solutions and Interventions to counteract health disparities.</i></b></p> <p><b><i>Photovoice Lab &amp; \$100 Dollar Solution Project lab</i></b></p> <p><b>*Photovoice Call to Action*</b></p> <p><b><i>Final Critical Thinking Essay Assigned and Due November 27th</i></b></p>	<ul style="list-style-type: none"> <li>• Donkin, A., Goldblatt, P., Allen, J., Nathanson, V., &amp; Marmot, M. (2018). Global action on the social determinants of health. <i>BMJ global health</i>, 3(Suppl 1).</li> </ul>
<p><b>Week 14</b>  <b>Nov 30</b></p>	<p><b>Last Official Class Day (Academic Calendar)</b></p> <p><b>Presentations of Photovoice and \$100 Dollard Solution Projects</b></p>	