



THE UNIVERSITY OF TEXAS AT EL PASO
DEPARTMENT OF SOCIAL WORK

SOWK 3370/5393: Special Topics in Social Work and in Health Sciences

CRNs: 13134/15178

TERM: FALL 2023

Instructor: Jessica Ayala-Demeo Brown, LMSW

Email: jayala8@utep.edu

Office Number: (915) 747-6313

Class Schedule: Classes will be held in person every Monday from 12:00pm to 2:50 pm at HSSN (Health Sciences) Room 216.

Instructor Office Hours (virtual or in person): By Appointment.

Course Information: What this class is about and what we will do

COURSE DESCRIPTION

Using a social justice lens, the purpose of this course is to provide an examination of the social and political determinants that influence individual and population-level health. Political determinants consist of actions or inactions that have resulted in health inequalities. 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.

COURSE OBJECTIVES

By the end of the course, you will:

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

Specific Photovoice (Voices and Images) 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.
- Determine 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.

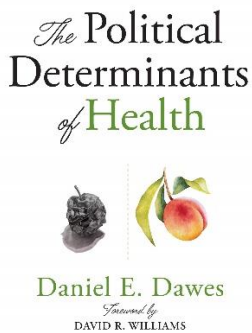
| Competencies | Assignments and Activities |
|--|--|
| <p>1: Demonstrate ethical and professional behavior GB1.2: Demonstrate professional behavior, appearance, and oral, written, and electronic communication. GB1.4: Use supervision and consultation to guide professional judgment and behavior. SB1.5: Engage in culturally responsive ethical decision-making processes that take into consideration the histories, diverse needs, and contexts reflected in the border region; and SB1.6 Reflect upon the impact of life experience, potential biases, and positionality on the provision of services in the border region at the micro, mezzo, and macro levels.</p> | <ul style="list-style-type: none"> • Class Discussions • Lecture and course material readings • Photovoice Project • \$100 Solution Project • Final Critical Essay • Quizzes |
| <p>2: Advance human rights and social, racial, economic, and environmental justice GB2.1: Advocate for human rights at the individual, family, group, organizational, and community system levels; GB2.2: Engage in practices that advance human rights to promote social, racial, economic, and environmental justice; SB2.3: Utilize integrative, decolonizing, anti-oppressive, and antiracist frameworks to advocate for equitable access to high quality services and resources for the diverse populations served in the border region; and SB2.4 Through action, address issues related to immigration, poverty, homelessness, food insecurity, education, health and wellness, and/or environmental challenges.</p> | <ul style="list-style-type: none"> • Lectures and course materials readings • \$100 Solution Project • Photovoice Project |
| <p>3: Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice GB3.1: Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels. GB3.2: Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.</p> | <ul style="list-style-type: none"> • Lectures and course materials readings • Photovoice Project • \$100 Solution Project |

| | |
|--|---|
| <p>SB3.3 Identify the impacts of racism, oppression, discrimination, and other “isms” on border communities, and use this knowledge to advance ADEI efforts throughout the border region.</p> <p>SB3.3 Apply the lenses of intersectionality, positionality, and reflective practice when confronting racism and promoting diversity, equity and inclusion for clients, constituencies, and organizations reflected in the border region at all service levels.</p> | |
| <p>4: Engage in practice-informed research and research-informed Practice</p> <p>GB4.1: Apply research findings to inform and improve practice, policy, and programs;</p> <p>GB4.2: Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work;</p> <p>SB4.3: Critically evaluate literature and research for applicability and cultural responsiveness to border region communities; and</p> <p>SB4.3: Engage in culturally responsive research that advances knowledge and understanding of border-related needs and realities.</p> | <ul style="list-style-type: none"> • \$100 Solution Project • Photovoice Project • Lectures and Course Materials Readings |
| <p>5: Engage in Policy Practice</p> <p>GB5.1 Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.</p> <p>GB5.2 Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic and environmental justice.</p> <p>SB5.3 Critically evaluate the impact of local, regional, national, and international policies on clients, constituencies, and organizations reflected in the border region at all service levels.</p> <p>SB5.4 Identify and engage with policy makers and organizations in order to advance the creation, revision, and implementation of border inclusive policies.</p> | <ul style="list-style-type: none"> • Lectures and course materials readings • Photovoice Project • \$100 Solution Project |
| <p>6: Engage with individuals, families, groups, organizations, and communities</p> <p>GB6.1: Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies;</p> <p>GB6.2: Use empathy, reflection, and interpersonal skills to engage in culturally responsive practices with clients and constituencies;</p> <p>SB6.3: Apply culturally responsive social work theories, frameworks, perspectives, and models to effectively and</p> | <ul style="list-style-type: none"> • \$100 Solution Project • Photovoice Project • Final Critical Essay • Quizzes |

authentically engage border region clients, constituencies, and organizations.
 SB6.4: Critically reflect upon the impact of personal life experiences, potential biases, positionality, and potential cultural barriers on the engagement process with families, groups, organizations, and communities in the border region.

***You can find full description of SOWK competencies in the Educational Policies and Accreditation Standards at CSWE:** <https://www.cswe.org/accreditation/standards/2022-epas/>

REQUIRED MATERIALS (You may find this book through the UTEP Library and Blackboard)



Dawes, D. E. (2020). *The political determinants of health.* Johns Hopkins University Press.

Supplemental Texts (You may find these books through the UTEP Library and Blackboard)

A series of articles and chapters will be posted on Blackboard and students will be expected to read and lead class discussions using liberating structures techniques.

COURSE ASSIGNMENTS AND GRADING

This course will include lectures, group activities, discussions and presentations. All classes will be **in person** and will begin promptly. Students will be active participants and discussants throughout the class.

Grade Distribution

100% - 90% = **A** 89.9% - 80% = **B** 79.9% - 70% = **C** 69.9% - 60% = **D** 59.9% - 0 = **F**

| Class Activity | Total Points | Final Grade % |
|--|---------------------|----------------------|
| Active Participation and Engagement | 150 points | 15% |
| Two Quizzes (75 each) and a Final Critical Thinking Essay (150 points) | 300 points | 30% |

| | | |
|--|--------------------|-------------|
| Photovoice (Voices and Images) Project | 350 points | 35% |
| \$100 Dollar Solution Project | 200 points | 20% |
| TOTAL POINTS | 1000 points | 100% |

Format and Requirements

Class Readings: Completion of assigned readings before the session scheduled for discussion. Readings not found within the text can be accessed through electronic reserves or through the UTEP Library website.

Class Participation: Students are active participants throughout the class, discussions, presentations, and virtual community visits. Students will participate in class in person, be on time, and remain for the entire session. If you do not attend, you cannot participate, and 20 points will be deducted for every class missed and 10 points will be deducted for every session that you are significantly late (15 minutes or over) or depart early from class.

Missing Classes: 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.

Class Drop: Students wishing to drop a course and receive a grade of 'W' must do so before official due date (please see University calendar). Any drop 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.

Assignments: All course assignments must be completed in an appropriate manner and on time. There are five assignments:

1. **30 % (300 points): Two Quizzes (75 points each) and a Final Critical Thinking Essay (150 points).** Quizzes consist of critical thinking essay questions on the readings discussed during the course. Both quizzes have been scheduled in the syllabus and will occur at the beginning of class. **The Final Critical Essay** would require students to reflect upon the impact of the course experience, identifying challenges and strengths they found in themselves during the semester, and positionality on the provision of services in the border region.
2. **35 % (350 points): Photovoice Project and presentation, which will consist of taking photographs that reflect issues identified by students' experiences and perspectives.** Such photographs will be guided through a series of framing questions. Students will be responsible for bringing photos to class and discussing the photos in groups. After identifying community issues and root causes, students will write narratives for each photograph and prepare a final presentation in which they will identify how these issues affect us all, as well as develop a call-to-action.
3. **15 % (150 points): Class Participation and engagement. Not only is attendance required. Participation is graded** based on both frequency and quality of participation. For the quieter

students, I 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**. Discussions must follow a liberating structure technique. For more information on how to use liberating structures, please visit the following link: <https://www.liberatingstructures.com/ls-menu/>

(Undergraduates will do 2 class discussions and graduate students would do 3 class discussions).

4. **20 % (200 points): \$100 Dollar SOLUTION Project to enrich student lives through service learning.** Students would have the fall semester to complete a sustainable \$100 solution project that will impact the community of our region. An orientation on the five pillars of the \$100 Solution Project will be presented in the first two weeks of the course. Students may work on individual projects or in teams of two. Guidance and mentorship will be provided throughout the semester. In addition to creating a sustainable impact, students are required to create a research poster to present their final results. Students will receive up to one stipend of \$100 via student notice of awards to fund their projects. For more information on the \$100 solution project, please visit: <http://The100dollarsolution.org>
5. **Graduate-Level Credit:** Graduate students earning graduate credit will be required to complete additional assignments, including co-discussant leading.

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. You will need to 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 word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link <http://portal.office.com/> for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond the scope of troubleshooting, please contact UTEP. [Help Desk](#) as they are trained specifically in assisting with the 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!

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

Communicating effectively throughout this semester is critical to your success in this course. There are multiple channels for communication we will utilize, including:

Office Hours: My office hours are by appointment this semester. Please send me an email to schedule an appointment. I am able to meet in person or virtually.

Email: UTEP email is the best way to contact me. I will make every attempt to respond to your email within 24-hours upon receiving your email. When e-mailing, be sure to email from your UTEP student account.

Announcements: It is the responsibility of the student to check Blackboard announcements frequently for any updates, deadlines, or other important messages.

Discussion Board: If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards in Blackboard. Please also respond to other students' questions if you have a helpful response.

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 the audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must always be provided to classmates and to the instructor. 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 professors only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Course Policies: What do you need to do to be successful in the course

ATTENDANCE AND PARTICIPATION

This class requires that you participate in person classes.

Attendance is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by the completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

Students who miss more than three classes will be automatically withdrawn from class with a grade of W if absences occur prior to the drop date for Spring 2021 or an F if the total of class sessions missed exceeds three after the first four weeks of the course.

Students wishing to drop this class, please contact the Registrar's Office (records@utep.edu) <https://www.utep.edu/student-affairs/registrar/students/registration.html> to initiate the drop process. If you cannot complete this course for whatever reason, please contact me. If you do not, you are at risk of receiving an "F" for the course.

DEADLINES, LATE WORKS AND ABSENCE POLICY

Any assignment that is not turned on the day and time that it is due will be considered late. If for some reason assignments are turned in late, the following policy applies to the grade for the assignment.

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

MAKE-UP WORK

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 me—in advance if 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.

ALTERNATIVE WAYS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare if you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

INCOMPLETE GRADE POLICY

Incomplete grades may be requested only under exceptional circumstances after you have completed at least half of the course requirements. Communicate with me immediately if you believe an incomplete is needed. I highly suggest keeping the lines of the communication open with me during the semester to avoid getting to this point! However, if granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

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, or apply for accommodations online via the [CASS portal](#).

COVID-19 PRECAUTIONS

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you have tested positive for COVID-19, prior to, after, and/or during your time enrolled in your course(s), you are highly encouraged to report your results to covidaction@utep.edu as well as to let our office know at ppp@utep.edu.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that we can take care of ourselves and others is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operation Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

TITLE IX STATEMENT

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination based on 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 based on 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 should be referred to the University's Title IX Coordinator(s) in the following link: <https://www.utep.edu/titleix/Title-IX-Coordinators.html>

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [https://www.utep.edu/library/UTEP Library](https://www.utep.edu/library/UTEP%20Library): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- [Center Against Sexual and Family Violence \(CASFV\)](#): **915-593-7300 or 1-800-727-0511**
- [UTEP Food Pantry](#). Provides food and support for students and staff who are experiencing food insecurity.
- [Foster Homeless Adopted Resources](#). Connects foster, homeless, and adopted individuals through education and advocacy with resources that will assist holistically with UTEP experience.
- For crimes, contact the El Paso Police Department or UTEP Police Department (**915-747-5611**)
- For suspected abuse of children or older persons, Child/Adult Protective Services **1-800-252-5400**
- National Domestic Violence Hotline: **1-800-799-SAFE (7233)**.
- Respect Is (Dating Abuse Prevention) at loveisrespect.org

- Mental Health Crisis Line **915-779-1800**
- National Suicide Prevention Hotline **1-800-273-8255**
- Veterans Crisis Line **1-800-273-8255**
- NAMI of El Paso (National Alliance Against Mental Illness) hosts free weekly support groups for people with mental illness and their families. elpaso.nami@dshs.state.tx.us or **915-534-5478**

WEEKLY CALENDAR

All readings are required to be completed by every student.

| WEEK | TOPIC(S) | READING(S) DUE: | COMPETENCIES |
|-------------------|---|--|--|
| Week 1 Aug 28 | Introductions Syllabus Review Introductions to Course Themes Health Inequalities Pre-assessment | | 1. Demonstrate ethical and professional behavior. 3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice |
| Week 2 Sept 4 | <i>Labor day-No class</i> | | |
| Week 3 Sept 11 | <i>Social Determinants of Health: Theoretical Approaches.</i> Social Determinants of Health-An Introduction: https://youtu.be/8PH4JYfF4Ns <u>Healthy People 2030</u> | Dawes, D. (2020). The Political Determinants of Health. Chapter 1. The Allegory of the Orchards: The political determinants of health inequalities. pp 1-17 (See blackboard) Dawes, D. (2020). Political Determinants of Health. Chapter 3: The political determinants of health model. pp 41-77 (see blackboard) | 1. Demonstrate ethical and professional behavior. 3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice |

| | | | |
|----------------------------------|--|---|--|
| | <p>https://health.gov/healthypeople</p> <p>Introduction to the \$100 Dollar Solution Organization and project components.</p> <p>https://the100dollarolution.org/</p> | | |
| <p>Week 4 Sept 18</p> | <p>Photovoice “Voices and Images” Introduction & Consent form</p> <p>Documentary: The Voices and Images of Residents of the Opportunity Center for the Homeless (19 min.)</p> <p>https://youtu.be/zia6B2xE20</p> | <p>Cione, C., Vetter, E., Jackson, D., McCarthy, S., & Castañeda, E. (2023). The Implications of Health Disparities: A COVID-19 Risk Assessment of the Hispanic Community in El Paso. <i>International Journal of Environmental Research and Public Health</i>, 20(2), 975. https://doi.org/10.3390/ijerph20020975</p> <p>Moya, Chavez-Baray, Martinez, Chaparro. (2022). “The Use of Photovoice Methodology to assess health needs and identify opportunities among migrant transgender women in the U.S-Mexico Border”. <i>Frontiers in Public Health</i>. https://www.frontiersin.org/articles/10.3389/fpubh.2022.865944/full</p> | <p>1. Demonstrate ethical and professional behavior. 2. Advance human rights, and social, racial economic, and environmental justice. 3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice</p> |
| <p>Week 5 Sept 25</p> | <p>Focused case study: College Students</p> <p>*1st Presentation of Photographs*</p> <p>\$100 Dollard Solution Project Lab Idea Due</p> | <p>Lee, K., & Zhang, L. (2022). Cumulative Effects of Poverty on Children’s Social-Emotional Development: Absolute Poverty and Relative Poverty. <i>Community Mental Health Journal</i>, 58(5), 930-943. https://link.springer.com/article/10.1007/s10597-021-00901-x</p> | <p>1. Demonstrate ethical and professional behavior. 2. Advance human rights, and social, racial economic, and environmental justice. 3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice</p> |

| | | | |
|--------------------------------|---|--|---|
| <p>Week 6 Oct 2</p> | <p><i>Social determinants of health in youth</i></p> <p><u>* In -Class Reading Quiz 1*</u></p> | <p>Claudia J. Woloshchuk, Carlos Portillo Jr., Andrea Rodriguez-Crespo, Jennifer De Alba, Neida C. Amador & Theodore V. Cooper (2022): Protective and risk factors for increased alcohol use in Latinx college students on the U.S./Mexico border, <i>Journal of Ethnicity in Substance Abuse</i>, https://www.tandfonline.com/doi/full/10.1080/15332640.2022.2089939</p> <p>Strathdee, S. A., Goodman-Meza, D., & Rafful, C. M. (2023). Addressing opioid use disorder: Mexico’s step backwards. <i>The Lancet Regional Health - Americas</i>, 100520. https://doi.org/10.1016/j.lana.2023.100520</p> <p>Wagler A, Schober GS, Chavez-Baray SM, Ayala J, Dessauer PR and Moya EM (2022) Food and housing security at a US Hispanic-Serving Institution: An examination before and during the COVID-19 pandemic. <i>Front. Public Health</i> 10:918955. doi: 10.3389/fpubh.2022.918955 https://www.frontiersin.org/articles/10.3389/fpubh.2022.918955/full</p> | <p>1. Demonstrate ethical and professional behavior. 2. Advance human rights, and social, racial economic, and environmental justice. 3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice. 6. Engage with individuals, families, groups, organizations, and communities.</p> |
| <p>Week 7 Oct 9</p> | <p>Focused case study: <i>Military and First Responders</i></p> <p><i>Photovoice Lab</i> *2nd Presentation of Photographs*</p> <p>\$100 Dollard Solution Project Lab</p> | <p>Pooler, J. A., Srinivasan, M., Miller, Z., & Mian, P. (2021). Prevalence and Risk Factors for Food Insecurity Among Low-Income US Military Veterans. <i>Public Health Reports</i>, 136(5), 618-625. https://journals.sagepub.com/doi/full/10.1177/0033354920974662</p> <p>Smith NIJ, Gilmour S, Prescott Mayling L, Hogarth L, Corrigan JD, Williams WH. A pilot study of brain injury in police officers: A source of mental health problems?. <i>J Psychiatry Ment Health Nurse</i>. 2021;28:43–55. https://doi.org/10.1111/jpm.12676</p> | <p>1. Demonstrate ethical and professional behavior. 2. Advance human rights, and social, racial economic, and environmental justice. 3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice. 6. Engage with individuals, families, groups,</p> |

| | | | |
|---------------------------|---|---|---|
| | | | organizations, and communities. |
| Week 8 Oct 16 | <i>Living conditions and neighborhood influences.</i> Photovoice Lab *3rd Presentation of Photos* | Hargrove, W. L., Del Rio, M., & Korc, M. (2018). Water matters: Water insecurity and inadequate sanitation in the US/Mexico border region. <i>Environmental Justice</i> , 11(6), 222-227. https://www.liebertpub.com/doi/abs/10.1089/env.2018.0022 Martínez, D. N., Rendón, M. G., & Arroyo, D. (2019). Los Olvidados/The Forgotten: Reconceptualizing Colonias as Viable Communities. <i>Progress in Planning</i> , 100450. https://www.sciencedirect.com/science/article/pii/S0305900619300327 | 1. Demonstrate ethical and professional behavior. 2. Advance human rights, and social, racial economic, and environmental justice. 3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice |
| Week 9 Oct 23 | Focused case study: Sexual Minorities Ted Talk : The Biology of Gender, from DNA to the Brain https://www.youtube.com/watch?v=LPvpPR1FU3I&feature=youtu.be Photovoice Lab *Possibly a 4th Presentation of Photographs* | Matsick, J. L., Wardecker, B. M., & Oswald, F. (2020). Treat sexual stigma to heal health disparities: Improving sexual minorities' health outcomes. <i>Policy Insights from the Behavioral and Brain Sciences</i> , 7(2), 205-213. https://journals.sagepub.com/doi/full/10.1177/2372732220942250 Hillman, J. (2020). Intimate partner violence among older LGBT adults: Unique risk factors, issues in reporting and treatment, and recommendations for research, practice, and policy. <i>Intimate Partner Violence and the LGBT+ Community</i> , 237-254. https://link.springer.com/chapter/10.1007/978-3-030-44762-5_13 | 1. Demonstrate ethical and professional behavior. 2. Advance human rights, and social, racial economic, and environmental justice. 5. Engage in policy practice. |
| Week 10 Oct 30 | Focused case study: Sexual Reproductive Maternal Health \$100 Dollard Solution Project Lab | Bissonnette, A. (2022). "Caged Women": Migration, Mobility and Access to Health Services in Texas and Arizona. <i>Journal of Borderlands Studies</i> , 37(1), 133-154. https://www.tandfonline.com/doi/full/10.1080/08865655.2020.1748515 | 1. Demonstrate ethical and professional behavior. 2. Advance human rights, and social, racial economic, and |

| | | | |
|----------------------------------|--|---|--|
| | <p>Ted Talk: Violence against women-It's a Men's Issue https://youtu.be/KTvSfeCRxe8</p> | | <p>environmental justice. 3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice 5. Engage in policy practice.</p> |
| <p>Week 11 Nov 6</p> | <p>Focused case study: Older Adults</p> <p>Ted Talk: Lets end Ageism https://youtu.be/WfjzkO6_DEI</p> <p>Photovoice Lab * Presentation of Initial Photovoice Themes*</p> | <p>Canham, S. L., Weldrick, R., Sussman, T., Walsh, C. A., & Mahmood, A. (2022). Aging in the right place: A conceptual framework of indicators for older persons experiencing homelessness. <i>The Gerontologist</i>, 62(9), 1251-1257. https://pubmed.ncbi.nlm.nih.gov/35137056/</p> | <p>1. Demonstrate ethical and professional behavior. 2. Advance human rights, and social, racial economic, and environmental justice. 3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice 6. Engage with individuals, families, groups, organizations, and communities.</p> |
| <p>Week 12 Nov 13</p> | <p>Focused case study: Immigration</p> <p>*In Class-Reading Quiz 2*</p> | <p>Lusk, M., Terrazas, S., Caro, J., Chaparro, P., & Puga Antúnez, D. (2021). Resilience, faith, and social supports among migrants and refugees from Central America and Mexico. <i>Journal of Spirituality in Mental Health</i>, 23(1), 1-22. https://www.tandfonline.com/doi/epub/10.1080/19349637.2019.1620668?needAccess=true</p> <p>Ramos-Gomez F, Kinsler JJ. Addressing social determinants of oral health, structural racism and discrimination and intersectionality among immigrant and non- English speaking Hispanics in the United States. <i>J Public Health Dent</i>. 2022;82(Suppl. 1):133–9. https://doi.org/10.1111/jphd.12524</p> | <p>1. Demonstrate ethical and professional behavior. 2. Advance human rights, and social, racial economic, and environmental justice. 3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice 6. Engage with individuals, families, groups, organizations, and communities.</p> |

| | | | |
|--------------------------------------|---|---|--|
| <p>Week 13 Nov 20</p> | <p>Focused case study: Social Determinants in Context</p> <p>\$100 Dollard Solution Project Lab</p> <p>Ted Talk: What Makes you Special? https://youtu.be/MY5SatbZMAo</p> | <p>Avila, A., Cordero, J., Ibilah, O., Frieze, G., & Moya, E. M. (2022). Hispanic Survivors and Caregivers of Human Papillomavirus–Associated Cancers: Lived Experiences in a US–Mexico Border Community. <i>Health Education & Behavior</i>, 10901981221139179. https://journals.sagepub.com/doi/full/10.1177/10901981221139179</p> <p>McKinley, C. E., Miller Scarnato, J., & Sanders, S. (2022). Why are so many Indigenous peoples dying and no one is paying attention? Depressive symptoms and “loss of loved ones” as a result and driver of health disparities. <i>OMEGA- Journal of Death and Dying</i>, 85(1), 88-113 https://journals.sagepub.com/doi/full/10.1177/0030222820939391</p> <p>Dawes, D. (2020). Political Determinants of Health Chapter 7. The Future of Health Equity Begins and Ends with the Political Determinants of Health. pp. 143-168. (see blackboard)</p> | <p>1. Demonstrate ethical and professional behavior. 2. Advance human rights, and social, racial economic, and environmental justice. 3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice 6. Engage with individuals, families, groups, organizations, and communities.</p> |
| <p>Week 14 Nov 27</p> | <p><i>Solutions and Interventions to counteract health disparities.</i></p> <p>Presentations of Photovoice and \$100 Dollard Solution Projects</p> | | <p>1. Demonstrate ethical and professional behavior. 2. Advance human rights, and social, racial economic, and environmental justice. 6. Engage with individuals, families, groups, organizations, and communities.</p> |
| <p>Weeks 15 Dec 4</p> | <p><i>Solutions and Interventions to counteract health disparities.</i></p> <p>Presentations of Photovoice and \$100</p> | | <p>1. Demonstrate ethical and professional behavior. 2. Advance human rights, and social, racial economic, and</p> |

| | | | |
|--|---|--|---|
| | <p>Dollard Solution Projects</p> <p><u><i>Final Critical Thinking Essay Assigned- Due Dec 7th on Blackboard</i></u></p> | | <p>environmental justice. 6. Engage with individuals, families, groups, organizations, and communities.</p> |
|--|---|--|---|

Well done students and graduates, the semester is over. Thank you – Gracias

****SYLLABUS & SCHEDULING SUBJECT TO CHANGE AT INSTRUCTOR’S DISCRETION****

ANY CHANGES WILL BE COMMUNICATED WITH STUDENTS