



Familias Felices/Happy Families

Curriculum Outline

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The Familias Felices/Happy Families program was developed with the collaboration of a Community Health Educator and a group of promotoras (lay community health workers) using the Community Action Model (CAM). The 500 Cities data and interactive maps allowed promotoras to identify the geographic areas to target to implement CAM and provided them with an understanding of how many people suffer from mental health and diabetes in these communities. Using CAM, they developed and implement surveys and focus groups in the areas of San Antonio, Fruitvale, and East Oakland in Oakland, California with a focus on Spanish-speaking immigrants to assess community needs. The results from the surveys and focus groups were analyzed and used to create a curriculum to address the needs of these specific communities. Other communities hoping to implement the program should note that it is best to use CAM to be able to understand the needs of the community and to be able to address them properly. Those who implement a similar program should adapt it to the expressed needs of the community in question.

Sessions #1 and #2: Family and Values

Objective: Community members will understand that a “normal” or “traditional” family is a myth, and that internal and external factors, including social determinants of health, result in a wide variety of family roles and dynamics.

I. Program Opening

- Introduction of Health Educator
- Introduction of the program
- Establishment of group agreements

The Health Educator introduces themselves as the facilitator (F) of the workshops and review the purpose of the workshops. (F) uses a piece of butcher paper and markers to established group agreements to encourage respectful discussion during the workshops. The (F) asks for volunteers from the audience to contribute to an agreement for the group. These agreements should be revisited at the start of each workshop.

II. Ice breaker

- If you were an animal, what would you be and why? (Facilitator may choose other icebreakers to relax the group and encourage open discussion)

III. Activity 1:

- What is a traditional family?
 - Brainstorm
 - Provide definition of traditional family
 - Participant (P) learns the myth of the normal/traditional family and our families might not fit this myth
- Family values
 - (P) learn how family values are an important part in creating a resilient family unit
 - Provide definition of resilience
 - Discussion: What are the values that a family needs to have in order to have a solid grounding?
 - Provide definition of family values

IV. Activity 2

- Learning about your family

Facilitator (F) gives the (P) a picture depicting a nuclear family model and will be asked to add or take out the member that they do not feel represents their family. (F) gives an example first. (P) gets into groups of 2 or 3 and discuss their family, their roles, their dynamics, and values.

The (F) asks three questions to the big group.

1. What did you learn about the dynamic in your family?
2. How did you feel about sharing your family with the group?
3. What similarities or differences did you see in each family?

V. Activity 3:

- Internal and external factors that change a family
 - (F) discusses how family dynamics change when something happens internally or externally. The change could be positive or negative.
 - (F) provides definitions of internal and external factors
 - (F) provides different external and internal factors in small pieces of paper. (P) asks to post the small paper in a big butcher paper, letting the group know why each one qualifies as an external or internal factor.
 - (F) focuses on how internal factors such as death, chronic diseases like diabetes or mental health, divorces, stress, can change the dynamics in a family, and how the external factors could influence the internal factors like lack of work, housing, immigration, neighborhood violence and others.

VI. Activity 4:

(F) recap what (P) learned today, create an opportunity to answer any questions about the workshop.

**Session #2 and #3: Healthy Eating and Diabetes
(Alternate Title: Self-Esteem and My Health)**

Objective: Community members will understand that part of caring and loving themselves is also taking care of their health. They will gain knowledge about diabetes and ways to prevent it. They will connect the ideas of self-care and self-love with caring for your health and feeding your body nutritious food.

I. Program Opening

- Introduction of topics
- Review agreements
- Recap: from last two sessions

II. Activity 1 Brainstorm

- What is self-esteem
- Facilitator provides definition of self-esteem

III. Activity 2:

- Introduction of the Pillars of Self-Esteem
 - Respect
 - Accept yourself
 - Evaluate yourself
 - Assert yourself
 - Live with purpose
 - Live with integrity
- Talk in teams about the Pillars of Self-Esteem
- Each group provides one to two pillars, come up with a meaning for each pillar and how it is implemented or used in their own lives. One of the participants shares with the big group.

IV. Affirmation of self-acceptance and taking care of your body

V. Activity 3

- What is diabetes? Brainstorm
- Explanation of what diabetes is and how it works
- Factors that contribute to diabetes

VI. Activity 4

- Myths and realities about diabetes: Discussion of myths about diabetes.
- Types of diabetes
- Risk factors

VII. Activity 5

- Group Discussion: What was our food like in our countries? Discuss how many community members had access to fresh fruits and vegetables in their home countries, and in the United States they eat a lot of processed foods.

VIII. Activity 6

- Prevalence of diabetes in Oakland: 500 Cities-based interactive map “Model-based estimates for diagnosed diabetes among adults aged ≥ 18 years – 2015”
- Group Discussion: Health inequity

IV. Activity 7

- True or false: Discussion about what is true/false about diabetes. Big group together or small groups.
- Show survey results from promotoras
- Show statistics according to ethnicity

X. Activity 8

- Pillars to prevent diabetes
- Every individual shares one thing they can change to prevent diabetes in their family or to control their diabetes

Sessions #5 and #6: Acculturation and Mental Health

Objective: Community members will learn about acculturation and how it contributes to their development and stability in a new country, at times leaving values and customs behind to learn new values and customs. They will learn about the impact acculturation has on their wellbeing and mental health, and understand the resources available to them.

I. Program Opening

- Introduction to new topics
- Review agreements
- Recap from last two workshops

II. Ice breaker

- Get to know your partner

III. Activity 1

- Brainstorm
- Definition of acculturation

IV. Activity 2

- What I adopted and what did I leave behind? (P) discuss the values that they kept, they adopted, and what they were willing to leave behind when they came to United States.
- Risk factors of acculturation
- Seven (7) pain points of immigration (family, language, culture, land, social status, contact with peer groups, physical risk)

V. Activity 3

- Brainstorm
- Definition of mental health
- What affects our mental health?

VI. Activity 4

- Myths and realities about mental health

VII. What it is Depression?

- Brainstorm with big group
- Prevalance of mental health concerns in Oakland: 500 cities data-based interactive map “Model-based estimates for mental health not good for ≥ 14 days among adults aged ≥ 18 years – 2015”.
- Continuum of depression
- Symptoms of depression
- Solutions to keep our minds healthy
- Resources in your community