



Latino, Hispanic, or of Spanish Origin+ Identified Student Leaders in Medicine: Recognizing More Than 50 Years of Presence, Activism, and Leadership,

edited by John Paul Sánchez and Donald Rodriguez, Switzerland, Springer Cham, Published on October, 2023, 245 pp., € 39.99 (Softcover Book), ISBN: 9783031350221

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BOOK REVIEW

Latino, Hispanic, or of Spanish Origin+ Identified Student Leaders in Medicine: Recognizing More Than 50 Years of Presence, Activism, and Leadership, edited by John Paul Sánchez and Donald Rodriguez, Switzerland, Springer Cham, Published on October, 2023, 245 pp., € 39.99 (Softcover Book), ISBN: 9783031350221

This book is the work of stakeholders, namely LMSA (Latino Medical Students Association). They have an important role in uniting and empowering physicians through service, mentoring, or education to advocate for improving the health of Latinos, Hispanics, and communities in the United States (LHS+). In general, this book tells about the successes and struggles of students, lecturers, staff, and institutional leadership, especially in the medical field. Efforts that can be made to achieve success over the next 50 years are also contained in this book.

This book is motivated by one of the reasons that, in the 1960s and 1970s, the student community critically evaluated medical education. The results suggest that there is a lack of complexity in addressing the challenges faced by medical trainees as well as the health problems that disproportionately affect communities in the United States. As time goes by, higher education administrators realize how important it is to unite voices calling for change for faculty, staff, patients, and related communities. Therefore, this book is here to review the history of student organizing, synthesize efforts, or provide an overview of opportunities for medical schools and national organizations to achieve their mission, namely improving health and welfare for all, including the Latino community. Apart from that, this book is also another side for LHS+ community leaders to celebrate in terms of contributions to the formation of Latinos.

As mentioned previously, this book provides an overview of the history of student organizing and provides opportunities for medical education institutions. The book begins by describing, in 1972, the Boricua Health Organization (BHO) staking a claim against the medical student organization of the Latino Medical Student Association. Here we also review the foundation and evolution of BHO to become BLHO (Boricua Latino Health Organization). This organization was formed with the aim of achieving the dream of becoming a health professional and overcoming disparities in the health sector within society.

This book also highlights the history and rapid development of the LHS+ community in the southeast region. Empowering the Latino community both in general and in the medical field through literature reviews and statistics is also highlighted in this book. This section outlines the sociopolitical and cultural factors that brought Latinos into the fold and chronicles the trainee-driven efforts that culminated in the formation of medical student organization officers. This book describes the unique experience of LHS+ students accessing health services and medical education. The section also describes the existence of the Chicano Movement in the 1960s, regarding student demands for equal education in high schools and colleges in Texas. From there, this became an inspiration for medical students to seek similar equality at Southwest medical schools.

This book outlines the history of LMSA West beginning in the 1960s with a small group of first-generation Chicano student premedical physicians. The vision of those in it requires and dedicates their lives and careers to ensuring everyone has access to basic human needs, including health services. LMSA (Latino Medical Student Association) here serves as a network of involvement in the growing Latino medical student organization. This book also tells the story of medical students who become leaders to unite and advocate for a common dream to support community and national identity. The existence and growth of these organizations have consistently resulted from student-led grassroots efforts, characterized by gradual success despite the impermanence of leadership related to the short time the leaders spent in medical school. The organization is intended as a dynamic fusion of personal, professional, regional, and Latin American ethnonational and social identities.

This book explores the complex process of creating a Latino health-based organizational structure that teaches students how to advocate effectively for patients, the community, and the profession. The book also outlines best practices that can be used to assist students from marginalized and underrepresented minority populations in developing effective health policy training and advocacy programs. To deepen the exploration of the discussion, this book explains the historical and emerging roles and challenges faced by Latino and Hispanic physicians and faculty. In this case, supporting a largely student-led medical association while ensuring their own promotion to a senior position at an academic medical center.

This book attempts to review the activities, innovations, and research of the Student Affairs Office. This section LHS+ is used to include Latina, Latino, Latinx, and other words related to ancestry from Spanish-speaking countries. This section also uses the framework to describe current and potential future efforts to support LHS+ students. Medical education institutions have an important role. As explained in the book, educational institutions play a role in improving health equality for the LHS+ group. In addition, the implications are reflective of reflecting the needs of the patient population to ensure that physicians are prepared to provide equitable care. This section also discusses the gradual integration of LHS+ health and health disparities into medical education, including the curriculum content standards of accrediting institutions to deepen the discussion.

This book explains the low percentage of students in the fields of radiology, otolaryngology, and orthopedic surgery. Some have mentioned Latin American graduates as a potential solution, but the data is limited. The book also develops the idea that academic staff are critical catalysts for expanding LHS+ scholarship to impact discovery, education, and service in pursuit of health equity for the 63 million (18.9%) Americans who identify as Hispanic or Latino. This section describes developing the skills and values of faculty from all backgrounds to best equip LHS+ trainees. Besides optimizing the success of current and future LHS+ faculty.

This book highlights several strategies and opportunities to make positive changes for the LHS+ community. This book also brings together the work accomplished through LMSA as a community and an organization over the past 50 years. This part of the book describes changes in the world of medicine in order to advocate for Latino and Hispanic communities, for example. The authors in this book have discussed in depth the lack of representation among doctors and LHS+ trainees in the US, although it is still a cause for concern due to the legal and political threats that could hinder progress.

I highly recommend this book because it is full of learning and best practices that support LHS+ students. This book also describes the complexity of the higher education system so that it can be a guide for parents to be able to guide them to continue their education to a higher level. Apart from that, this book can increase insight for students, including Latinos, Hispanics, and other communities. This is because this book explores insights from the history of student organizations in the medical field, the governance of medical education institutions, and strategies for changing the health sector for the better.

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