Course Description: This course provides an overview of key topics in public health about immigrants and refugees in the U.S. It covers the demographics; specific population groups and their circumstances and rights, including refugees, immigrants, asylees, and migrants; epidemiologic issues, including risk factors and disease patterns; health and human rights; access to health care; and health promotion/ disease prevention. The course will build the skills necessary to develop an integrated approach to the health of and policy for immigrant populations. The course is organized around a series of broad issues; students can develop in-depth knowledge about a particular group or issue through their class assignments. Note that in the past, some students have commented that they did not realize that the class would have such a policy-heavy focus. This is because there is a strong emphasis on the social determinants of health rather than individual-level beliefs and attitudes.

Required Readings
Articles - all are available for downloading using the links in this syllabus.

Objectives
1. Analyze the implications of the demographics of immigration to the United States and the relevant policy contexts for immigrants’ health status, health promotion, and health care.
2. Understand health care entitlements, services, and service delivery systems for various immigrant groups and identify the relative contributions of health policy and immigration policy to their operation.
3. Describe the relative contributions of cultural and structural factors in immigrant health behavior, health status, and health care.
4. Develop skills in different data sources on immigrants and be aware of the limitations of such sources.
5. Effectively communicate values and evidence-based positions on issues relevant to immigrant health.

Competencies
The Council on Accreditation for Public Health requires that coursework identify key competencies that are addressed in each course. These are listed at the end of this syllabus, together with a listing of the assignments that address relevant competencies.

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1 Note – if you cannot make this time, there are other times available that I can meet, often at my research office on Wilshire Blvd. Contact my assistant, Hala Douglas hkdouglas@ucla.edu if you need to meet outside of office hours.
Assignments

I. Op-Ed Essay. Pick an immigrant health or health care topic of your choice where you can take a position to argue for change (or to block a proposal). Write no more than 750 words supporting your position (about two pages double-spaced). Use a conversational language, but include facts and data to support your position. Provide a title for the essay. Include a reference list or links at the end for materials you used in the essay (n=3-5), but do not cite them in the text. Also, after the references, note the type of audience you are aiming at (NY Times, Huffington Post, Fox News, etc).


Part of the assignment is to submit the op-ed to a newspaper (try the Daily Bruin or your hometown paper, they are most likely to publish) or to an on-line venue (e.g. https://medium.com/creators, Medium receives an estimated 25-30 million monthly visitors; their writing guidelines are here; or LinkedIn Pulse https://www.linkedin.com/post/new, see my example ).

Grading is based on the relevance of the topic to immigrant health, coherence of argument (including supporting your position with verifiable facts), quality of writing (e.g. correct grammar, conversational style), and creativity/originality.

II. Presentation on community-level “intervention – In groups of 2, pick one of the following policies or programs that work to promote equity and inclusion of immigrants (or a different one as approved by the instructor; see for example https://www.brookings.edu/series/this-week-in-immigration-reform/):

- A state or local sanctuary law
- DACA
- Canada’s private sponsor refugee program
- Driver’s license laws that do not require proof of legal residence
- AB540 or similar laws providing in-state tuition to universities for undocumented residents
- Medicaid coverage for undocumented kids
- Limits (increasing, decreasing) on H1b visas
- Providing free adult education English learner classes
• Know your rights campaigns for immigrants (e.g. from NILC)
• Mobilizing efforts/movement to pass a DREAM act

Prepare a 10 minute overview of the policy or program (issue being addressed, goals of policy or program, who the supporters/opponents are, strengths & limitations of the approach, etc). End with a brief discussion of how you could determine (a) if the policy/program has the desired outcome and (b) how you could determine if it has any health impact (i.e. a thumbnail of an evaluation approach). We will have the entire class discuss this last part.

Grading is based on the clarity of the description of program or policy, originality of analysis of strengths/weaknesses, and appropriate summary of evaluation approach. Organization and delivery of talk is also graded.

III. Final written project. This paper may be formatted either as a review of the literature (standard term paper style) or as a research proposal (recommended only for doctoral students). Topics may be immigrant-group specific, issue-specific, or a combination of the two, but must include a domestic immigration issue with public health implications. This is your chance to become familiar with the literature on a specific topic that is of particular interest to you. It should be approximately 14-16 pages (not including title page and references) with at least 15-20 references to the published literature. See details at end of syllabus.

A one paragraph abstract and title of the paper you propose to write is due at least two weeks before the last class. It needs a few sentences on the significance of the issue (or population) you propose to write about and a few sentences describing the general outline of the paper. It must also list at least four citations to the published literature that are relevant to the topic.

IV. Class participation. Students will submit discussion questions based on the readings for each class.

After the reference section, add a one paragraph explanation about what you learned from writing this paper. Be honest, it can be about the process you went through, how your ideas were broadened or challenged or validated, new ways you found to organize the information, etc. This should be reflection, so there is no right or wrong answer (you will only lose points if you don’t include it).

They are due by 9 pm the night before class, emailed to the professor.

Grading:
Op-ed essay – (Monday February 4, 5pm), 20% + 5% for proof of submission
Presentation – signups during second class for throughout the quarter, 15%
Paragraph proposal and 4 citations for paper, 5% - (Friday) March 2, midnight
Final paper 45% - (Wednesday) March 20, 5pm
Class participation 10% - weekly

Note: Border health issues are not covered in this class because there is an entire class on the
A few other local academic resources of interest:

- UCLA Center for Global and Immigrant Health [ph.ucla.edu/research/centers/ucla-center-global-and-immigrant-health](http://ph.ucla.edu/research/centers/ucla-center-global-and-immigrant-health)
- UCLA Program on International Migration [web.international.ucla.edu/migration/home](http://web.international.ucla.edu/migration/home)
- USC Center for the Study of Immigrant Integration [dornsife.usc.edu/csii](http://dornsife.usc.edu/csii)
- 14th Summer Institute on Migration and Global Health, July 9-12, 2019, Berkeley, CA [https://hia.berkeley.edu/2019/01/04/summer-institute-on-migration-and-global-health-2019/](https://hia.berkeley.edu/2019/01/04/summer-institute-on-migration-and-global-health-2019/)


Note: Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. As the professionals with delegated authority from the campus to determine reasonable disability accommodations, CAE will assess all requested accommodations and communicate appropriately with faculty. In the event that a student has approval for proctoring arrangements during exams, please inform your respective professors and/or Teaching Assistant(s) before the date of exam(s). When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit [www.cae.ucla.edu](http://www.cae.ucla.edu).

Note: As specified in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty. If you are unsure whether what you are considering doing is cheating, don’t take chances, ask your TA or Professor. Know the rules - Ignorance is no defense. Good resources follow:

- Student Guide to Academic Integrity (Dean of Students, UCLA) [https://www.deanofstudents.ucla.edu/portals/16/documents/studentguide.pdf](https://www.deanofstudents.ucla.edu/portals/16/documents/studentguide.pdf)
- UCLA Library, avoiding plagiarism [http://guides.library.ucla.edu/citing/plagiarism](http://guides.library.ucla.edu/citing/plagiarism)
Week 1, January 10: Demography of immigration

- Understand change and continuity in immigrant flows historically
- Describe the political construction of immigration and immigration status
- Explain current federal policy proposals that impact immigrants


Other Resources:
- U.S. Immigration and Citizenship Services http://www.uscis.gov/

Week 2, January 17: Epidemiology of immigrant health

- Understand the pattern of health risks and outcomes that differ for immigrants
- Describe possible reasons and theories explaining those differences
- Apply the above to implications for health related programs and policies


Optional: Barcellos SH, Goldman DP, Smith JP. (2012). Undiagnosed disease, especially diabetes, casts doubt on some of reported health ‘advantage’ of recent Mexican immigrants. *Health Affairs*. 31(12):2727-37. [http://content.healthaffairs.org/content/31/12/2727.full.html](http://content.healthaffairs.org/content/31/12/2727.full.html)

**Week 3, January 24: Immigration Theory and Social Policy**

- Compare theories of the causes and contexts of migration
- Explain a health in all policies/ social determinants of health approach to immigrants
- Understand common approaches to framing immigration issues and alternatives
- Apply international human rights principles to immigrant health policy


Optional: If you enjoy listening to podcasts, there are a number of interesting immigrant stories at [https://about.radiopublic.com/immigration-and-migration-stories-30f1aabcb588](https://about.radiopublic.com/immigration-and-migration-stories-30f1aabcb588).


Optional: I Was a Boat Person: Vietnamese Refugees Look Back. [Video](https://www.youtube.com/watch?v=UQTviKM9Mx0).  

### Week 4, January 31: Acculturation and Assimilation

- Define acculturation and assimilation, and apply the concepts to health behavior, health risks, health status, and medical care use.
- Critique the measurement and use of acculturation in studies
- Describe how the concept is useful, or not, in public health policy and practice


Week 5, February 7: Beyond Culture - Context & Structure


Pick ONE from A and ONE from B


-- or --


-- or --


**Week 6, February 14: Immigrant Worker Health**

Guest Faculty: Michael A. Rodriguez, MD, MPH (Professor, Departments of Family Medicine, and Community Health Sciences, UCLA)

- Compare and contrast migrant worker health issues with those of other immigrants
- Describe characteristics of the workplace, and the labor markets that concentrate immigrants in particular occupations, influence immigrant health
- Identify health issue commonalities between different occupations


Magaña CG, Hovey JD. (2003). Psychosocial Stressors Associated With Mexican Migrant Farmworkers in the Midwest United States. *Journal of Immigrant Health* 5(2): 75-86. [http://www.springerlink.com/content/j8n527x22r562465/](http://www.springerlink.com/content/j8n527x22r562465/)


http://dx.doi.org/10.1002/ajim.20796

Week 7, February 21: Migration in Global Context
❖ Describe the relationship between sending and receiving areas of migration
❖ Explain how health care worker migration impacts sending countries and the health of the migrant workers

http://www.pewglobal.org/interactives/remittance-map/

http://prospect.org/article/nanny-chain


Optional: Alex Tizon. (2017). My Family’s Slave [She lived with us for 56 years. She raised me and my siblings without pay. I was 11, a typical American kid, before I realized who she was.]. The Atlantic. June. https://www.theatlantic.com/magazine/archive/2017/06/lolas-story/524490/

http://dx.doi.org/10.1111/j.1557-203X.2011.01136.x


Week 8, February 28: Health services and Immigrants
❖ Describe patterns of medical care access, quality, and cost experienced by immigrants
❖ Explain how policies and providers shape access to health care for immigrants

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4634824/


Week 9, March 7: Health services and policy
- Describe how immigrant policy interacts with health policy
- Suggest policy changes that would improve health services for migrants


Week 10, March 14: Immigration Policy, Health Care Reform, and the Future

- Explain how health care reform impact immigrants
- Compare and contrast positions that promote versus deny immigrant rights to health care
- Analyze current trends to offer possible future courses of action in immigrant health policy and practice


Sudhinaraset M, Ling I, To TM, Melo J, Quach T. (2017) Dreams deferred: Contextualizing the health and psychosocial needs of undocumented Asian and Pacific Islander young adults in Northern California. Social Science & Medicine. 1;184:144-52. https://doi.org/10.1016/j.socscimed.2017.05.024


One more TBD that has not yet been published


More Information on the Final Paper

Remember, the central theme or population of your topic has to be on immigrants to the US (or their children, communities, institutions, families/communities left behind, etc.) and public health. If you want to write a paper on obesity prevention, you have to integrate the issues of immigrants into every aspect of the paper. If you are writing about mammography screening for Chinese American women, be sure that you focus primarily on immigrants and how immigrant issues affect screening behavior. If you want to write about the history of immigration policy, be sure that you connect the implications of those policies to health risks, health behaviors, health status and/or health care use.

A literature review should provide a clear narrative that identifies the significance of the issue; the current status of knowledge on the issue; policies/programs/interventions and/or theories as relevant that address the issue; and a conclusion that points to needed research/policies and/or programs. You should show your original thinking through a critique of the existing literature or suggestions for the future, in addition to summarizing what is known. Note that a paper that identifies themes in the literature and summarizes those across multiple articles is better than a paper that summarizes findings one article at a time. If you are unsure of grammar and format, see Elements of Style, on-line http://www.bartleby.com/141/index.html.

For doctoral students who want to write a research proposal, use the guidelines from https://grants.nih.gov/grants/guide/pa-files/PAR-17-025.html (this is a call for proposals for diversity and aging dissertation grants, but use the format even if you would not qualify and the topic is not aging related). ONLY write the research plan section of the proposal. A good explanation of how to do this is at https://www.niaid.nih.gov/grants-contracts/write-research-plan. Note that their 6-page limit is for a single spaced proposal; please use the 14-16 page double space limits (not including references) required for this assignment instead. Please use office hours to talk through your research question and aims.

Be sure to double space, 1-inch margins, 12-point font, and reference all your information. Include your name & topic on the first page only (i.e. have a cover page, do NOT use your name on subsequent pages) and have page numbers on all pages. Use a conventional style system for your references, e.g. APA or AMA. APA= https://owl.english.purdue.edu/owl/resource/560/01/. AMA= www.amamanualofstyle.com/view/10.1093/jama/9780195176339.001.0001/med-9780195176339-chapter-3 or owl.purdue.edu/owl/research_and_citation/ama_style/index.html.

A note on grading. A- papers generally provide a good summary of the literature while straight A papers provide original thoughts about common themes across articles, a creative critique of the literature, or an innovative way that directly addresses a problem or research question. B papers have some serious flaws in their conceptualization (e.g. confused line of argument), writing (poor grammar or hard to read), or content (does not fully address course content). Note too, I am a stickler about presenting up-to-date information. If you have a 2001 article in your files on health status or population numbers (etc.), you need to check to make sure there is not more recent information available before citing it. I often do a quick literature search to see if students are using the most up to date information, and if you are not it will affect your grade. I do not grade on a curve, i.e. everyone can earn an A if the quality of papers merits it.
## UCLA FSPH CHS Competencies:
Map of course objectives to departmental competencies

<table>
<thead>
<tr>
<th>CHS Competencies</th>
<th>Course Objectives</th>
<th>Projects and evaluation</th>
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</thead>
<tbody>
<tr>
<td>1. Describe theories, concepts, models from the social and behavioral sciences and apply these theories to community health practice.</td>
<td>1. Analyze the implications of the demographics of immigration to the United States and the relevant policy contexts for immigrants’ health status, health promotion, and health care.</td>
<td>Final paper</td>
</tr>
<tr>
<td>2. Identify and explain how social, cultural, and behavioral factors affect the health of individuals, communities and populations including how health inequities are related to historical and contemporary structural inequities in power and privilege.</td>
<td>3. Describe the relative contributions of cultural and structural factors in immigrant health behavior, health status, and health care.</td>
<td>Final paper</td>
</tr>
<tr>
<td>3. Describe, explain and apply procedures for evidence-based planning and implementation of community health programs, policies and interventions.</td>
<td>2. Understand health care entitlements, services, and service delivery systems for various immigrant groups and analyze the sources health disparities for those groups.</td>
<td>Op-ed essay</td>
</tr>
<tr>
<td>4. Recognize when existing approaches may not be culturally appropriate for a particular population and to collaborate with communities and others to design, implement and evaluate more suitable health programs.</td>
<td>2. Understand health care entitlements, services, and service delivery systems for various immigrant groups and analyze the sources health disparities for those groups.</td>
<td>Program summary</td>
</tr>
<tr>
<td>5. Identify, explain and apply steps and procedures based on social science approaches for evidence-based evaluation of community health programs, policies and interventions, including community-based participatory research.</td>
<td>3. Describe the relative contributions of cultural and structural factors in immigrant health behavior, health status, and health care.</td>
<td>Program summary</td>
</tr>
</tbody>
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