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.

Required Readings

Articles - all are available for downloading.

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 and readings that address relevant competencies.

1 Note – due to project travel, holidays, and other commitments, there are several Mondays when I do not have office hours. Please go to the appointment website to see when make-up hours are scheduled.
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.


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, creativity).

II. **Presentation on evidence based program** – locate a peer-reviewed article(s) that describe and evaluate a program that works to improve immigrant health. Prepare a 10 minute overview of the program, how it addresses immigrant-specific issues, and the evidence of its effectiveness in class. Include a summary of key strengths and weakness. Post the article(s) on the program at least 24 hours before class on the CCLE site.

Grading is based on the relevance of the program to immigrant health, adequate description of key program elements, appropriate summary of evaluation outcomes, and originality of analysis of strengths/weaknesses. Organization and delivery of talk is also graded.

III. **Final written project.** This paper may be formatted either as a structured review of the literature or as a research proposal. Topics may be immigrant-group specific, issue-specific, or a combination of the two. 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.

A one paragraph abstract 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 include at least four citations to the published literature that is relevant to the topic. See details at end of syllabus.

IV. **Class participation.** Students will submit discussion questions based on the readings for each class. They are due by 9 pm the night before class, emailed to the professor.
Grading:
   Op-ed essay – (Monday February 1, 5pm) 20%
   Program presentation – signups during second class for throughout the quarter, 20%
   Paragraph proposal and 4 citations for paper 5% - (Friday) February 27, 5pm
   Final paper 45% - (Wednesday) March 16, 5pm
   Class participation 10% - weekly

Note: Border health issues are not covered in this class because there is an entire class on the issue, CHS 440.

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)

See also [http://www.californiahealthline.org](http://www.californiahealthline.org) for a summary of health and policy news.
Week 1, January 7: Demography of immigration

- Describe the political construction of immigration and immigration status
- Understand change and continuity in immigrant flows historically
- Explain the implications of migration for communities of origin, transit, and destination


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

Week 2, January 14: 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


Week 3, January 21: Immigration Theory and Social Policy

- Compare theories of the causes and contexts of migration
- Understand common approaches to framing immigration issues and alternatives
- Apply international human rights principles to immigrant health policy


http://dx.doi.org/10.1016/j.socscimed.2007.05.010

http://content.healthaffairs.org/cgi/reprint/24/2/506  


http://ajph.aphapublications.org/cgi/reprint/94/4/528

Week 4, January 28: Acculturation and assimilation

- Define acculturation and assimilation, and apply to 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

Read pp. 28-43.


-- OR --


dx.doi.org/10.1016/j.socscimed.2010.11.010

http://dx.doi.org/10.1007/s10464-008-9161-4

Pick ONE


Week 5, February 4: Beyond Culture: Context & Structure


Pick ONE from A and ONE from B


-- or --


-- or --


Optional:


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**Week 6, February 11: Immigrant Worker Health**

- 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, C. G. and J. D. Hovey (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/)


Week 7, February 18: 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


Week 8, February 25: 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


Week 9, March 3: 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 10: 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


http://dx.doi.org/10.1016/j.jadohealth.2014.05.012.

www.californiahealthline.org/articles/2014/12/1/lara-renews-call-for-coverage--for-undocumented-immigrants

Population Health Argument for Increasing Coverage for Immigrants. Journal of Immigrant and Minority 

States. 15 Tul. J. Intl & Comp. Law. 265-289 [especially 266-270; 275- 278] 

GWU. http://publichealth.gwu.edu/pdf/hp/current_opportunities_for_immigrants.pdf
More Information on the Final Paper

Remember, the central theme or population of your topic has to be on immigrants (or their children, communities, institutions, 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 effect screening behavior. Similarly, 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. A good general resource about writing term papers is http://dartmouth.edu/writing-speech/learning/materials/materials-first-year-writers. If you are unsure of grammar and format, see http://www.bartleby.com/141/index.html (Elements of Style, on-line).

For a research proposal use the guidelines from http://grants.nih.gov/grants/guide/pa-files/PAR-07-231.html (this is a call for proposals for public health dissertation grants, which unfortunately is no longer funded). The general application instructions are at http://grants.nih.gov/grants/funding/424/SF424_RR_Guide_General_Adobe_Verb.doc#Research_Plan_Component complete sections 2 (specific aims), 3 (research strategy), and 6 (Protection of Human Subjects). For the one paragraph abstract assignment, be sure to include your 2-3 specific aims. Note that their 10-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.

Be sure to double space, 1 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.

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. Finally, plagiarism is automatically reported to the Dean of Students, see http://www.studentgroups.ucla.edu/dos/assets/documents/StudentGuide.pdf.
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<th>Course Objectives</th>
<th>Corresponding Competencies</th>
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<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>1. Access and understand the public health literature and information and apply it to community health.</td>
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<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>4. Describe how health inequities are related to historical and contemporary structural inequities in power and privilege.</td>
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<td>.3. Describe the relative contributions of cultural and structural factors in immigrant health behavior, health status, and health care.</td>
<td>2. Describe theories, concepts, models from the social and behavioral sciences and apply these theories to community health practice.</td>
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<td>3. Identify and explain how social, cultural, and behavioral factors affect the health of individuals, communities and populations.</td>
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<td>6. 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>
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<td>.4. Develop skills in different data sources on immigrants and be aware of the limitations of such sources.</td>
<td>8. Apply basic principles of biostatistics, epidemiology, environmental health sciences, and health policy and management to community health issues.</td>
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<td>.5. Effectively communicate values and evidence-based positions on issues relevant to immigrant health.</td>
<td>9. Effectively communicate orally and in writing with public health professionals, members of the community, and stakeholders about community health issues, interventions, programs, and policies.</td>
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