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 if you link to them on campus or have a proxy server configured off-campus. Link occasionally change or “die” – please download articles several days before you need them and let the instructor know if any are no longer available so that he can put otherwise inaccessible articles on the class website.

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.
Assignments

I. Team project. Together with one other student, write an 8-10 page report (double spaced, 1” margins) and present a 10-15 minute talk on ONE the following.

**Context of departure, transit, and settlement**: select a country from among the top immigrant countries. Using *credible* internet-based and published sources, highlight key demographic, social, political, and health information about the country that helps us understand the context from which migrants left. Some political history is always interesting, but be sure to tie the history to its relevance for immigration flows and/or the lives of those who become immigrants. Briefly explain how those from the country arrived in the U.S. (i.e., the transit period) and give an overview of the communities they most commonly settle in (include information on the types of jobs they get, SES of the communities they settle in, etc.). Compare some of the key health issues in the sending country with those of the U.S. (e.g., diabetes a leading cause of death in Mexico, but #5 in the U.S.). An excellent source of up to date information for country data is [www.cia.gov/library/publications/the-world-factbook/index.html](http://www.cia.gov/library/publications/the-world-factbook/index.html). The United Nations’ set of data on immigrants can be accessed via [http://unstats.un.org/unsd/demographic/sconcerns/migration/](http://unstats.un.org/unsd/demographic/sconcerns/migration/). An independent organization with useful summaries of information is the Migration Policy Institute at [www.migrationpolicy.org/](http://www.migrationpolicy.org/). For health information, the World Health Organization has a wealth of information. In particular, see the World Health Report that comes out annually [www.who.int/whr/en/](http://www.who.int/whr/en/). For Latin America, the Pan American Health Organization also has lots of useful data, [www.paho.org/](http://www.paho.org/). Finally, it is worth looking at the Human Development Report, which provides broad information on social conditions as well as health outcomes, [http://hdr.undp.org/en/](http://hdr.undp.org/en/). You can also make original tables from U.S. census data at [http://usa.ipums.org/usa/sda/](http://usa.ipums.org/usa/sda/) and for California data at [http://ask.chis.ucla.edu/main/default.asp](http://ask.chis.ucla.edu/main/default.asp).

**Existing services**: Locate and interview at least two people who work at and/or use an agency or program that focuses on immigrants (e.g. Asian Pacific Health Care Venture, KHEIR, Little Tokyo Service Center, OCAPICA, AltaMed Health Services, Northeast Valley Health Services, Clinica Oscar Romero, CHIRLA, etc). Also spend at least one hour on site (or at an outreach session or other organizational event). Summarize the organization’s history & mission, how they are financed, what their key programs and populations served are, how they came to have programs focused on immigrants, how they outreach to immigrant communities, challenges they face, and summarize how they have adapted services to address the concerns of immigrant populations. From the perspective of the users of the service, how do they learn about the organization, how well does the organization meet their needs, how user friendly is it, and what types of health/social service needs remain in their communities. From your observational visit, include a brief description of their facility, the people who work and use the site, and any other first-hand observations. (Optional – start the paper with a brief overview of the health issue(s) that the service addresses from an immigrant perspective). Be sure to appropriately cite all of your information, including the names & positions (and phone #'s for agency staff) of people interviewed as appropriate.

**Policy and Advocacy**: Pick a law or policy at the federal or state level that is immigrant-specific (e.g. DACA, prenatal care for undocumented women, etc). Provide a brief history of the law/policy, describe how it impacts immigrants, and talk with at least two immigrant-related advocacy groups (one pro and one con) so that you can explain their position on the
policy, what they are doing to change or defend it, and why they take the position that they do on the policy. Most of the leading organizations that deal with immigrant issues are listed on the course website. Describe how this policy fits into larger immigration and health policy.

II. Final written project (solo). 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 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.

III. 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:

Team project written 30%, presentation 5% - during quarter [written version due one week after class presentation]
Paragraph proposal + 4 citations for paper 5% - February 27, 5pm
Final paper 50% - (Monday) March 18, 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 www.ph.ucla.edu/chs/globalhealth
UCLA Program on International Migration web.international.ucla.edu/migration/home
USC Center for the Study of Immigrant Integration csii.usc.edu/
Week 1, January 7: Demography of immigration

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


Other Resources:

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 basic migration policy & its impact on health
❖ Apply international human rights principles to immigrant health policy


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

-- OR --


Pick ONE


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


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

- Compare and contrast migrant worker health issues with those of other immigrants
- Identify health issue commonalities between agricultural workers and urban day laborers


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
- Analyze the causes of differences in immigrant-native born patterns
- Explain possible solutions to health service inequities

http://mcr.sagepub.com/cgi/reprint/66/4/355

http://dx.doi.org/10.1016/S0002-9378(00)70518-7

http://dx.doi.org/10.1377/hlthaff.2013.0113


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


http://dx.doi.org/10.1353/hpu.2013.0065

Week 9, March 4: Health services and policy

❖ Describe how immigrant policy interacts with health policy
❖ Explain how health policy affects those who leave the United States
❖ Suggest policy changes that would improve health services for migrants

http://dx.doi.org/10.1080/01419870.2011.594171


Week 10, March 11: Immigrants, 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


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](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](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](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](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](http://www.studentgroups.ucla.edu/dos/assets/documents/StudentGuide.pdf).
## PH Competencies: Map of course objectives to competencies (http://www.asph.org/document.cfm?page=851)

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Corresponding Competencies</th>
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<tr>
<td><strong>.2. Understand health care entitlements, services, and service delivery systems for various immigrant groups and analyze the sources health disparities for those groups.</strong></td>
<td>Crosscutting: E. Program Planning&lt;br&gt;SBS: 3. Interventions 5. Program planning, evaluation</td>
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<tr>
<td><strong>.4. Develop skills in different data sources on immigrants and be aware of the limitations of such sources.</strong></td>
<td>SBS: 5. Program planning, evaluation</td>
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PH Competencies: Interdisciplinary/Cross-cutting

A. Communication and Informatics
The ability to collect, manage and organize data to produce information and meaning that is exchanged by use of signs and symbols; to gather, process, and present information to different audiences in-person, through information technologies, or through media channels; and to strategically design the information and knowledge exchange process to achieve specific objectives.
- Assignment 1

B. Diversity and Culture
The ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.
- Entire course readings and assignments

C. Leadership
The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.
- Final paper, week 10 readings

D. Professionalism
The ability to demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.
- Readings on policy issues & on refugees

E. Program Planning
The ability to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.
- Assignment 1; Indirectly, all readings.

F. Public Health Biology
Public health biology is the biological and molecular context of public health.
- Not covered in this course

G. Systems Thinking
The ability to recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.
- Final paper; indirectly all readings
PH Competencies: SOCIAL AND BEHAVIORAL SCIENCES
The social and behavioral sciences in public health address the behavioral, social and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations. Upon graduation a student with an MPH should be able to...

4. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
   • Final paper; Readings on demography, epidemiology, acculturation

5. Identify the causes of social and behavioral factors that affect health of individuals and populations.
   • Final paper; all readings

6. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
   • Final paper; readings each week

4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
   • Assignment 1; Final paper; readings on policy

5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
   • Assignment 1; Indirectly, all readings.

6. Describe the role of social and community factors in both the onset and solution of public health problems.
   • Final paper; all readings

7. Describe the merits of social and behavioral science interventions and policies.
   • Final paper; program and policy readings

8. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
   • Assignment 1; Readings on programs

9. Apply ethical principles to public health program planning, implementation and evaluation.
   • Final paper

10. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
    • Assignment 1; Final paper; readings on programs and policies