CHS M239/ AAS M239
Race, Ethnicity and Culture as Concepts in Practice and Research
Marjorie Kagawa Singer, RN, MN, PhD, FAAN
Fall 2012
Tuesdays 3:00-5:50 p.m.
Room 61-269 CHS

Office: 41-240B CHS
Office Hours: Tuesdays 1:30 – 2:30 pm, Wednesdays 12:00 – 1:00 pm
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Class Website: https://classes.sscnet.ucla.edu/course/view/12F-ASIAAMM239-1

Objective of Course:
This course is designed to identify the barriers to optimum health care research and practice unique to ethnic minority populations and how these barriers perpetuate the disparities in health outcomes borne by these groups. Discussions will apply the concepts of race, culture, ethnicity, and population health to public health research and practice, and expand the current public health theories and methods to more scientifically gauge the influence of culture on health outcomes.

The focus of the seminar is to define and refine the definitions of such concepts for specific population groups to improve the theoretical grounding and sampling rationales for research and practice. We will also explore criteria used to develop culturally appropriate and acceptable health care programs, and train more culturally competent health care practitioners and researchers both in our multicultural society and internationally. The course is framed as a research proposal/project and is designed to uncover biases and values, which inform the perspectives from which the research question(s) are formulated. The goals of the course are to prepare researchers/practitioners to:

- Justify these concepts when writing proposals and responses to critical reviews,
- Develop more accurate operationalization of the constructs to increase the scientific validity of the questions, measures, and outcomes, and
- Explore how these concepts would be tested in our work.

Required Readings:
  - Entire issue is available online at: http://heb.sagepub.com/content/36/5_suppl.
  - Read Prologue, Article 1: “Behavioral Theory in a Diverse Society” 11s-35s, and Commentaries.
- Asterisk (*) beside titles listed in syllabus indicates readings that are required for the specific lecture. All articles are available on the course website.
- I highly recommend reading 2-3 additional articles in each lecture to enrich the discussion sessions.
- New articles may be added for supplementary reading or required as noted.
Class Structure:

- Seminar format with critical discussions of readings and fieldwork (for proposal development).
- Presentations will be posted prior to the lecture.

Assignments and % of Grade:

1. **Class participation and presentations (25%)**
   One group of two to five students per session will lead a class discussion on the topic of the day for every session EXCEPT 6 and 7 (student presentations). The purpose of these sessions is to stimulate discussion among your classmates to critically analyze both the explicit and implicit use of the terms race, ethnicity and culture for the research question posted in the article. The format is up to the discussion group, but at a minimum, each group will be responsible for presenting a critique of the body of required readings and to stimulate discussion on potential solutions to the conduct of research and practice for each topic. Discussion time will be approximately 1 hour.

2. **Proposal (25%) – Due October 23**
   10-15 double-spaced pages describing a health intervention program in an ethnic population other than non-Hispanic White of northern/western European descent. Also prepare a 1-page single-spaced summary for handout to every class member when you present.

   Plan ahead – this proposal may require fieldwork to explore collaboration with community agencies if you so choose. Demonstrate in the theories, design, measures, and implementation of your study/intervention how the definitions of the Race, Ethnicity, and Culture concepts modify the research or project process.

   Format your assignment as a scientific research proposal:
   1. Problem statement and identification of ethnic group of focus
   2. Research question/Hypothesis with clear delineation of how you are defining race, ethnicity, and/or culture for your study to capture its effects on outcome of the research question
   3. Identify and define your Theoretical Model and provide rationale for your selection(s) for your population
   4. Intervention
   5. Evaluation

3. **Presentation (5%) – November 6 and 13**
   A presentation of your initial proposal for health intervention program (~7 minutes each, dependent on class size) on November 6 and 13 for Sessions 6 and 7. Provide a 1-page handout for your classmates (as noted in #2).

   Format for 1-page handout:
   - Problem statement
   - Research question/Hypothesis
   - Theoretical model (if applicable and if not, provide rationale)
   - Intervention
   - Evaluation

4. **In-class discussion (5%) – November 27**
   We will conduct a discussion and critique of a measure of acculturation you find in the literature (bring copies of scales for class). This discussion will occur on November 27 for the lecture on
acculturation. Be prepared to answer the following questions for your scale: What is acculturation and how does it affect health outcomes? How is construct conceptualized? What domains are/are not included? How is the concept useful?

5. **FINAL Assignment (40%) – Due December 11**

Your final assignment is a critique of each step of your original proposal using concepts from course readings and work (10-12 pages). This is NOT a rewrite of the proposal; rather, it should be in the format of a “revise & resubmit” for a manuscript submission. Use the format of responding to each of the reviewers’ comments (compilation of instructor’s, fellow students’, and your own points for revision). Demonstrate how this course has modified any or all stages of your original design. Define race, culture, ethnicity, and how each impacts your research question.

The Final Assignment is due Tuesday, December 11. **Attach Assignment #1 with my comments.**

1) Use the sections of your paper as the outline to organize your responses. Please group the questions (if more than one, as they relate to each other) and then answer them one by one, point by point.
2) You do NOT have to put the actual text of each section into the response. I'll have that in your original; just respond to the questions posed in each section a) by me, b) by your colleagues, c) through your own readings and additional course material that demonstrate how your thinking has evolved through the material presented in the course.
3) In addition, you should add any other areas you think you would revise based upon the additional information you have learned in class subsequent to writing the proposal. I would expect your knowledge about these issues to have deepened over the quarter.
4) You should also end with a summary of the changes, and how your thinking about race, ethnicity and culture has/has not been changed/expanded by this process and the course.

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<tr>
<th>Learning Objectives</th>
<th>Competencies</th>
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<tr>
<td>Identify the barriers to optimum health care research and practice unique to ethnic minority populations, which perpetuate the disparities in health outcomes borne by these groups</td>
<td>SBS #2 Identify causes of social and behavioral causal factors that affect health</td>
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<td>SBS #3 Identify individual, organizational and community concerns, assets, resources, and deficits for SBS interventions</td>
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<td>SBS #10 Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies</td>
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<td>ST #1 Identify characteristics of a system</td>
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<td>ST #2 Identify unintended consequences produced by changes made to a public health system</td>
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<td>ST #4 Explain how systems may be viewed as systems within systems in the analysis of public health problems</td>
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<td>DC #1 Describe the roles of history, power, privilege and structural inequality in producing health disparities</td>
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<td>Discussions apply cross-cultural health research findings to public health research and practice, and expand the current public health theories and methods to include diverse conceptualizations of health and ethnicity</td>
<td>SBS #1 Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research/practice</td>
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<td>SBS #6 Describe the role of social and community factors in both the onset and solution of public health problems</td>
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<td>P #3 Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health</td>
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| Define and refine the definitions for specific population groups for sampling purposes for research and practice | ST #8 Analyze inter-relationships among systems that influence the quality of life of people in their communities  
P #9 Embrace a definition of public health that captures the unique characteristics of the field and how these contribute to professional practice |
|———|———|
| Explore criteria used to develop culturally appropriate and acceptable health care programs | SBS #4 Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies, interventions  
SBS #5 Describe steps and procedures for planning, implementation and evaluation of public health programs, policies and interventions  
ST #6 Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems  
P #3 Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health  
P #4 Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions  
P #9 Embrace a definition of public health that captures the unique characteristics of the field and how these contribute to professional practice  
P #10 Appreciate the importance of working collaboratively with diverse communities and constituencies  
DC #3 Explain why cultural competence alone cannot address health disparity  
DC #9 Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention |
|———|———|
| Train more culturally competent practitioners and researchers conducting work in our multicultural society or internationally | SBS #6 Describe the role of social and community factors in both the onset and solution of public health problems  
SBS #10 Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies  
ST #6 Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems  
ST #8 Analyze inter-relationships among systems that influence the quality of life of people in their communities  
P #5 Promote high standards of personal and organizational integrity, compassion, honesty and respect for all people  
P #9 Embrace a definition of public health that captures the unique characteristics of the field and how these contribute to professional practice  
P #10 Appreciate the importance of working collaboratively with diverse communities and constituencies  
DC #2 Explain how professional ethics and practices relate to equity and accountability in diverse community settings |
|———|———|
| Uncover biases and values, which inform the perspectives from which the research questions are formulated | SBS #6 Describe the role of social and community factors in both the onset and solution of public health problems  
SBS #9 Apply ethical principles to public health program planning, implementation and evaluation  
P #2 Apply basic principles of ethical analysis to issues of public health practice and policy  
P #5 Promote high standards of personal and organizational integrity, compassion, honesty and respect for all people |

Competencies: Social and Behavioral Sciences (SBS), Systems Thinking (ST), Professionalism (P), Diversity and Culture (DC)
Session 1  October 2  Framing the problem and defining race, culture, and ethnicity
Guest Lecture – Sheba George, Ph.D.


LaVeist TA. (1994) Beyond dummy variables and sample selection: what health services researchers ought to know about race as a variable. Health Serv Res; 29(1), 1-16.


Session 2  October 9

Identification of salient variables associated with ethnicity


Session 3  October 16

Genetic variation


Session 3, continued


Session 4 October 23

*Racism: What it is and how to work with it ~ Model for Health Disparities Research*

- Project proposal due


Session 4, continued


Session 5 October 30

* Race and ethnicity in health outcomes: markers or risk factors?


Read the following 3 articles as one:


Session 6  November 6  Student presentations of proposals for health intervention program
  • Handout with 1-page summary

Session 7  November 13  Student presentations of proposals for health intervention program
  • Handout with 1-page summary

Session 8  November 20  Health Disparities

Select a minimum of 3 readings including the “*” reading


  • What is missing from this article?


Session 9  November 27  Conceptual Equivalence; Symmetrical vs. Asymmetrical Translations and Measuring Acculturation


Session 9, continued


Session 10  December 4

New horizons for measures of cultural differences:
Operationalizing race, ethnicity, and culture


  • Read Introduction and Chapter 1.


Session 10, continued


