Asian American Studies M161
Health Policy and Management M110

Ethnic, Cultural, and Gender Issues in America’s Health Care System

Fall 2019

I. COURSE INFORMATION

Class Hours: Tuesdays & Thursdays, 8:00 – 9:15am
Class Location: Dodd 146

Instructor: Cindy C. Sangalang, PhD, MSW
Email: Cindy.Sangalang@luskin.ucla.edu
Office Location: Public Affairs 5220
Office Hours: Tuesdays 3:30 – 4:30pm, Thursdays 9:30 – 10:30am, or by appointment

CCLE Website: https://moodle2.sscnet.ucla.edu/course/view/19F-ASIAAMM161-1

II. COURSE DESCRIPTION
The course will introduce students to issues involving race, ethnicity, culture, and gender as they relate to health and health care in the United States. Life course theory will serve as a theoretical foundation to frame inequities in health and health care that emerge from birth through old age and death, with each week highlighting diverse racial, ethnic, gender, and sexual minority populations from an intersectional perspective. Students will become acquainted with core public health concepts, theories, and perspectives that help to explain the disparate and unequal health status and access to quality health care for various underserved, minoritized populations. The class will explore these topics through a combination of lecture, discussion, in-class activities, guest speakers, documentaries, and media.

III. LEARNING OBJECTIVES
Upon completion of this course, students should be able to:

1. Explain how race, ethnicity, culture, and gender are described and conceptualized in health research, practice, and policy.
2. Understand key health disparities/inequities affecting various racial, ethnic, gender, and sexual minority populations.
3. Describe major theories and evaluate empirical knowledge related to health disparities/inequities.
4. Identify areas of further need in the delivery of care and research for racial, ethnic, gender, and sexual minority groups.
IV. COURSE REQUIREMENTS AND ASSIGNMENT GUIDELINES

A. Attendance and Participation (10%):

Due: Ongoing

Your active participation is key to the success of this course. This means that (a) attendance in
mandatory, and (b) each student is expected to make meaningful contributions to class
discussions, informed by the course readings.
Excessive tardiness or absences will negatively affect your grade. *If you need to be absent from
class to participate in a religious observance, please provide a written list of the dates you will
need to be absent by the second class session (October 1st).*

B. Health Care Reflection (5%):

Due: October 10th (Week 2) by 8:15am on CCLE website

In 1–2 pages, single-spaced, discuss an experience that you or a loved one had as a patient or
service user in a health care setting. Describe, to the extent that you feel comfortable, the nature
of your visit. Were you or your loved one satisfied with the care you received? Explain why or
why not, highlighting your perspective of key factors that shape your evaluation of the
experience.

Your reflection could include information about the people with whom you interacted, the nature
of communication between you and health care professionals, the location or facility you visited,
or other salient aspects of the experience. The reflection could be about one visit or a series of
related visits. Please note these reflection papers will be kept confidential.

C. Reading Pop Quizzes (15%):

Due: Ongoing

Quizzes facilitate learning by periodically testing your understanding of the material and
encouraging you to pace your readings throughout the quarter. There will be six (6) quizzes that
will take place at the start of class. The quizzes will generally cover some of the readings for that
week and may also include readings covered the week before. These brief quizzes may comprise
multiple-choice or short-answer questions. As a pop quiz, you will not know in advance what
dates we will have a quiz. There are no make-up quizzes. Your lowest score will be dropped so
that only five (5) quizzes will count, each worth 3% of your total grade.

D. Midterm Exam (30%):

On November 7th (Week 6) at 8:00am

The midterm exam will cover content through Week 5. The exam will take place in class and
will comprise of short-answer questions. Please bring a blue book to class, but do not write your
name on it in advance.

E. Take-home Final Exam (40%):

Due: December 12th (Finals Week) by 5:15pm on CCLE website

The take-home final exam will assess you understanding of course concepts over the entire
quarter, with an emphasis on content covered after the midterm exam. It will include short-
answer and short-essay questions. Instructions will be distributed during the last week of classes.
All exams must be submitted on the CCLE website (Moodle) by 5:15pm on Thursday, December
12th.
V. COURSE POLICIES

a. Absence or Lateness to Class: Arriving late or leaving early (more than 15 minutes) 3 times will be documented as 1 absence. You can miss 1 class without penalty. Unexcused absences will result in a loss of points from your participation grade.

b. Due Dates and Late Policy: Please make note of the specific dates and time assignments are due. There will be no make-up examinations. Extensions for written assignments will only be given with appropriate documentation in emergency situations.
   - Later assignments (i.e. Health Care Reflection and Take-Home Final Exam) will be penalized 10% for each day (24-hour period) it is late. If the Final Exam is due at 5:15pm on 12/12 but your exam is submitted at 5:29pm that day, your exam is considered 1-day late.

c. Respect and Professional Conduct in Class: It is important to build a respectful learning environment where everyone feels comfortable to voice their thoughts and perspectives. With that in mind, please consider:
   i. Making a commitment to your learning and the group’s development as a whole.
   ii. Stepping forward, stepping back – creating space for all to share.
   iii. Expecting and being willing to explore differences in experiences and perspectives.
   iv. Creating an atmosphere for dialogue and inquiry.

   In addition, please use your electronic devices respectfully. Inattentiveness or disruption due to electronic preoccupation (e.g. texting, messaging, email, non-class related activity) may result in points deducted from your participation grade.

   Academic integrity is another aspect of respect in the classroom. Please note plagiarism is a serious offence that will be handled with the Dean of Students. To discourage such practice, assignments submitted online will go through the Turnitin anti-plagiarism software.

d. Email: If you email me a question I will respond within 1-2 business days. To facilitate a response, please include the course number in the subject of your email (e.g. “AAS M161 Health Care Reflection”)

e. UCLA’s Center for Accessible Education (CAE): The CAE facilitates academic accommodations for regularly enrolled, matriculating students with disabilities. The CAE provides access to the numerous educational opportunities available to students on campus and empowers student to realize their academic potential. More information can be obtained at: https://www.cae.ucla.edu/. If you required accommodations due to ADA related concerns please let me know during the first class session so that we can make arrangements.

f. Statement of Affirmation: I intend to make this classroom a space that affirms all identities and perspectives, including your: race, color, national origin, ethnic origin, ancestry, marital status, religion, sex, gender, gender expression, gender identity, transgender status, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), marital status, age, sexual orientation, citizenship or service in the uniformed services. Regardless of background, all students have a right to an equitable education. Because of the multi-faceted and complex nature of our identities, it is imperative that we are committed to affirming one another’s perspectives as a collective for all enrolled in this course. I encourage all members to embrace and learn from the diversity in this
classroom, school, and university. I want to highlight that discrimination, harassment, or forms of hateful transgressions will not be tolerated in our learning environment. If you have any recommendations about how to make our environment more inclusive feel free to let me know.

VI. WEEKLY OUTLINE & READING LIST
Please come prepared for class having completed and critically thought about the assigned reading *prior* to class. Your active participation is crucial to the success of the class.

All readings are available on the course CCLE website (Moodle).

* Please note you will be given advance notice in the event that course topics and readings change at a later point during the quarter.

UNIT I: CONCEPTS AND FRAMEWORKS FOR UNDERSTANDING RACE, ETHNICITY, GENDER, AND CULTURE IN AMERICAN HEALTH CARE

Week 0  
Introduction  
9/26 – Introduction to the course; basic concepts of intersectionality and life course theory

Readings

Week 1  
Health Inequities based on Race, Ethnicity, and Gender  
10/1 – How is race, ethnicity, culture, and gender conceptualized in health and health care delivery, policy, and research?  
10/3 – What is health equity?

Readings

Week 2  
Social Determinants of Health  
10/8 – What are the social determinants of health?  
10/10 – How do we address social determinants in the health care system?
Health Care Reflection due 10/10 by 8:15am on CCLE website (Moodle)

Readings


UNIT II: HEALTH INEQUITIES OVER THE LIFESPAN

Week 3  Conception Through Birth
10/15 – Racial disparities in birth outcomes
10/17 – The sociohistorical context of Black American women and the health care system

Readings


Week 4  Early Childhood/Adolescence
10/22 – Understanding gender and gender identity
10/24 – Health issues facing transgender children and adolescents

Readings


**Week 5**  
**Adolescence/Young Adulthood**

10/29 – Providing mental health care to Asian American adolescents and young adults (Guest speaker)  
10/31 – Latinx immigrant health and mental health; ACES and trauma-informed care

**Readings**


**Week 6**  
**Young Adulthood/Middle Adulthood**

11/5 – Understanding health disparities facing Indigenous populations  
11/7 – Midterm exam – Please bring a blue book

**Readings**


**Week 7**  
**Young Adulthood/Middle Adulthood**

11/12 – Culturally competent care; community health workers  
11/14 – A policy perspective of the health care system (Guest speakers)
Readings


Week 8  Middle Adulthood/Older Adulthood
11/19 – Systemic racism in the health care system
11/21 – Bias among the health care workforce

Readings


Week 9  Older Adulthood/End of Life
11/26 – End of life issues and health literacy among older adults
11/28 – Thanksgiving holiday

Readings


**Week 10**  
**Summary and Synthesis**  
**12/3**  Long-term care; LGBT and immigrant older adults  
**12/5**  Review  

**Readings**  

**Finals**  
Take-Home Final Exam Due 12/12 by 5:15pm on CCLE website (Moodle)