

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number Nursing 98T
 Course Title Critical Perspectives and Health Promotion among Refugees
 Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course focuses on the social environment surrounding the plight of refugees, and how their unique experiences of forced migration influences their health and health behaviors. Issues that pertain to newly resettled refugees (such as mental health, perceived discrimination, health promotion and disease prevention) are objectified for study and evaluated through published literature and media.

3. List faculty member(s) who will serve as instructor (give academic rank):

Hafifa Siddiq Shabaik , Teaching Fellow; Dr. Eunice Lee, Faculty Mentor

Do you intend to use graduate student instructors (TAs) in this course? Yes _____ No X

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course:

2017-2018 Fall Enrollment _____ Winter Enrollment X Spring Enrollment _____

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes ___ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: 5

Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

 General Knowledge

Students in this course will be introduced to an overview of the severity and gravity of the current refugee crisis and its health implications on refugees. This course requires students to pursue research topics of their choice regarding health issues affecting refugee populations. This endeavor encourages students to ask a research question of issues that most interest them while applying theoretical perspectives to help organize and shape their approach to the review of the literature. Class discussions and weekly reading incorporates different theoretical approaches (such as social determinants of health, trauma-centered care, psychosocial theory, ecological theory, intersectional feminism, and critical race theory) in each week's lessons, to encourage students to examine issues from different perspectives.

 Integrative Learning

An active learning component in this course is an in-class discussion surrounding the week's topic and required reading. The in-class discussion will allow students to further develop critical thinking skills through verbal interactions with their peers. Each week's discussions will build on previous lessons and topics, allowing students to expand their discussions to integrate different theoretical perspectives through comparison.

 Ethical Implications

The course is entirely based on the ethical implications of forced migration and what that means to the world, especially host countries. Week 1 and Week 6 will specifically discuss ethical considerations with specific vulnerable groups among refugees.

 Cultural Diversity

This course incorporates reading of studies of different refugee populations from around the world, where cultural diversity is the at the core. Discussions also include investigation of prejudice against newcomers, the current political climate and policy debates that both positively and negatively affect the dignity of refugees.

 Critical Thinking

Students are to analyze or evaluate any research article, news article or government report on any refugee topic and write a three to five sentence critique. They will then post their critique on the CCLE online discussion forum and respond to at least one other classmate's critique. These weekly discussions will be an opportunity for students to gather and critique literature pertaining to their final paper or discuss current events on refugee topics that interest them. The goal of posting and responding to weekly discussions promote critical thinking. If they choose to, writing weekly critiques on any literature they choose also provides an opportunity for them to simultaneously search for related journal articles for their paper. Students will be encouraged to formulate thoughts on the article they choose by asking questions that provoke meaningful discussions. Example questions that promote critical thinking will be provided.

 Rhetorical Effectiveness

Students will frame and deliver reasoned and persuasive arguments during weekly discussions on line and in person. Online discussions will help prepare the student frame their thoughts and reasoning, while in class discussions will help students solve problems by proposing questions and answering thoughtfully.

 Problem-solving

Students will complete a research paper by proposing an intervention to an issue pertaining to refugee health. Research topic development is largely based on gaps

in the literature from previous work of researchers. Therefore students in this course will use a systematic approach to a written literature review. This will provide them with answers to their own research question regarding a health topic among refugee populations and may also result in the development of further questions based on gaps in the literature they discovered. In conducting the review of the literature students will be exposed to various research methodologies, in which students will be encouraged to critique both quantitative and qualitative methods.

□ Library & Information Literacy

One of the major objectives for this course is for students to successfully navigate the scholarly research process, which includes defining a problem, finding scholarly sources and writing a literature review. Students will be required to write a research proposal, annotated bibliography a first draft and final draft. Students will be guided during this process by from week one to week four, where they will navigate how to conduct a literature search using scientific literature, have the opportunity to interact and ask questions to a library informationist and learn to critique qualitative and quantitative research. This sequential progression provides students with the information and resources they need to write their first draft by week six. By submitting their first draft, students will have the opportunity to respond to supportive criticism in preparation for submission of their final draft.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- | | | |
|---|----------|---------|
| 1. Lecture: | <u>1</u> | (hours) |
| 2. Discussion Section: | <u>2</u> | (hours) |
| 3. Labs: | _____ | (hours) |
| 4. Experiential (service learning, internships, other): | _____ | (hours) |
| 5. Field Trips: | _____ | (hours) |

(A) TOTAL Student Contact Per Week 3 **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|-------------------------------------|----------|---------|
| 1. General Review & Preparation: | <u>4</u> | (hours) |
| 2. Reading | <u>4</u> | (hours) |
| 3. Group Projects: | _____ | (hours) |
| 4. Preparation for Quizzes & Exams: | _____ | (hours) |
| 5. Information Literacy Exercises: | _____ | (hours) |
| 6. Written Assignments: | <u>4</u> | (hours) |
| 7. Research Activity: | _____ | (hours) |

(B) TOTAL Out-of-class time per week 12 **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week 15 **(HOURS)**

Critical Perspectives and Health Promotion among Newly Resettled Refugees

Instructor: Hafifa Siddiq Shabaik, PhD (C), MSN, RN

Email: hafifasiddiq@ucla.edu

Office hours: TBA

Course Description:

The world is in the midst of the largest movement of displaced people since World War II. Despite being at increased risk for some health problems, refugees frequently encounter barriers to health care in the US. Limited resources and the stress of forced displacement can lead to a variety of acute and chronic diseases which often persist upon resettlement. Students in this seminar will analyze important issues such as trauma and mental health, healthcare barriers, prejudice against newcomers while exploring challenges to health promotion and disease prevention among newly resettled refugees in the US. We will seek to untangle these issues by examining social and structural conditions that influence health and health behaviors based on various theoretical perspectives. In this course, students are encouraged to think beyond the individual level, and consider social level factors that influence health among refugees.

Course Objectives:

- Understand health issues and disparities faced by refugees
- Understand challenges to health promotion faced by refugees
- Evaluate social and structural conditions that influence health and health behaviors among refugees
- Critique scientific literature and journalism about refugee issues
- Successfully navigate the scholarly research process (defining a problem, writing a literature review, finding scholarly sources, etc).

Course Requirements:

Scholarly engagement with peers and instructor = 40%

- Class participation 20%
- Weekly written article critique and responses 20%

Final Research Paper = 60%

- Research proposal: 5%
- Annotated Bibliography: 15%
- Midterm First draft: 10%
- Final paper: 30%

Course Materials

All articles are available as downloadable files on the course website.

Required Text:

Annamalai, A. (2014). *Refugee Health Care: An Essential Medical Guide*. New York: Springer, 2014. Print.

Supplemental Text and Important Resources:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Washington, D.C.: American Psychological Association.

Cunningham, A. (2016). *Critical Perspectives on Immigrants and Refugees (Analyzing the Issues)*.

Galvan, Jose L. (2009). *Writing Literature Reviews: a Guide for Students of the Social and Behavioral Sciences*. 4th ed. Glendale, CA: Pyczak,

Fong, R. (2004). *Culturally Competent Practice with Immigrant and Refugee Children and Families*.

Volkan, V. (2017). *Immigrants and Refugees: Trauma, Perennial Mourning, Prejudice and Border Psychology*.

Useful Websites:

<http://ethnomed.org/culture>

<http://www.migrationpolicy.org/>

<http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>

<http://owl.english.purdue.edu/owl/resource/614/01/>

Academic integrity policy: The UCLA Student Conduct Code, and Student Guide to Academic Integrity, and other documented policies of the department, college, and university related to academic integrity will be enforced. For more details on UCLA policies, please refer to The Office of the Dean of Students and the handout on Academic Integrity posted on the course website.

Copyright Notice: All lectures and lecture materials are the intellectual property of the instructor. No recording or distributing of these materials may be done without the expressed consent of the instructor.

Changes to Syllabus: Instructor reserves the right to make changes to the syllabus.

Weekly Discussion 20% (50 points)**Description of Assignment:**

Analyze or evaluate any research article, news article or government report on any refugee topic and write a three to five sentence critique in APA format. Post on discussion forum by Sunday at 9:00 PM and respond to at least one other classmate's critique before class. These weekly discussions are worth five points each week and will be an opportunity for you to gather and critique literature pertaining to your final paper or discuss current events on refugee topics that interest you. The goal of posting and responding to weekly discussions promote critical thinking.

Formulate your thoughts on the article you choose by asking yourself questions that provoke meaningful discussions. Here are some example questions to think about with regards to your article:

Why is Important?

What is the difference between ... and ...?

What are the implications of ...?

What is ... analogous to?

How does ... affect ...?

Why is ... happening?

Do you agree or disagree with the statement...?

What do you think causes ...? Why?

What is another way to look at...?

Research Proposal 5% (10 points)

Description of Assignment: DUE WEEK 3

You are to write a purpose statement (2-3 sentences) for your literature review on any health related issue pertaining to refugee populations.

Annotated Bibliography 15% (50 points)

Description of Assignment: DUE WEEK 4

You are to submit an annotated bibliography of your list of references for your literature review (at least 10). The following rubric will be used to grade your annotated bibliography.

Annotated Bibliography Evaluation Rubric:
(Adapted From: Vicki Spandel's *Creating Writers Through 6-Trait Writing Assessment and Instruction*)

	Corresponds to an A	Corresponds to a B	Corresponds to a C	Corresponds to a D	Corresponds to an F	
Source Selection:	Sources chosen are highly relevant to the topic; Sources adds greatly to research potential; few, if any additional sources needed	Most sources chosen are relevant to the topic; May require a small amount of additional research	Some sources chosen are relevant to the topic; writer may need additional sources to complete research	Few sources chosen are relevant to the topic; writer may require significant additional research	Sources are not relevant to researcher's topic; Sources necessitate extensive additional research	20%
Credibility:	All sources are from credible, scholarly materials	Most sources are from credible, scholarly materials	Some sources are from credible, scholarly materials	Few sources are from credible, scholarly materials	Sources lack credibility	20%
Annotations:	Annotations succinctly and comprehensively describe the source material; Annotations offer great insight into the source material	Most annotations are succinct; Most comprehensively describe the source material; Some offer insight into the source material	Some annotations may be too short or too long; Annotations adequately describe the source material, but lack insight	Few annotations meet the length requirements, few annotations adequately describe the source material; annotations offer little insight	Most annotations are either too short or too long; Annotations do not describe the source material; annotations offer no insight	20%
Evaluations:	Evaluation clearly explains why the sources were chosen; demonstrates a clear understanding of research process; offers insight into source	Most evaluations explain why the sources were chosen; Understands the process of source acquisition	Evaluation sometimes explains why the sources were chosen; demonstrates some understanding of research process	Evaluation mostly lacking in explaining why the sources were chosen; demonstrates little understanding of research process	Evaluation does not explain why the sources were chosen; demonstrates no understanding of research process	20%
Assignment Criteria:	Each sources has a proper citation; All citations are complete; All are in the proper MLA format	Most sources have proper citation; Most citations are complete; Most are in the proper MLA format	Some sources have proper citation; Some citations are complete; some are in the proper MLA format	Few sources have a proper citation; Few citations are complete; few are in the proper MLA format	Very few sources have a proper citation; Very few citations are complete; Very few are in the proper MLA format	15%
Mechanics, Grammar, and Proofing:	Virtually free from mechanical, grammatical, punctuation, and spelling errors; All of the assignment requirements were met	Occasional minor errors do not distract the reader; the majority of assignment requirements were met	Some significant errors are present, but the overall meaning is clear; about half of the assignment requirements were met	Errors are distracting, but the meaning is still clear; only some of the assignment requirements were met	Errors distract the reader, to the extent the meaning is unclear; the assignment requirements were not met	5%

Final Paper / Literature Review 30% (50 points)

Description of Assignment:

You are to locate research articles on your pre-approved topic. Write a 12-15 page literature review summarizing the general theme(s) of these articles as it pertains to your topic. This literature review should adhere to APA format. The following rubric will be used to assess your literature review. To calculate your grade, take your total points earned and divide by 50 (the total points possible), resulting in a percentage.

Student:	Comments	Possible Points	Obtained
1. Introduction and procedure. Describe the purpose of the review with a summary of the issue and population, describe the procedure for obtaining data, list data sources.		5	
2. Theoretical Approach or Perspective. Describe the theoretical perspective or other framework that is used to organize your literature review accurately and in detail.		10	
3. Reference Sheet. Fully describe and cite supporting evidence (systematic reviews, peer reviewed studies).		10	
4. Findings. Discuss by applying/organizing findings according to the theoretical framework.		10	
5. Discussion and Conclusions. Reflect on the implications of your findings.		5	
6. APA. APA format adhered to (font, spacing, title page, etc). Grammar is appropriate and writing is clear and succinct. Include headings for main areas.		5	
7. Technical. Length (12-15 pages excluding figures and references) and at least 10 peer reviewed references in professional journals.		5	
Total/Comments		50	

WEEKLY SCHEDULE

Readings must be completed before class the week they are listed

Week 1: Course Overview // Refugee Health Disparities // Theoretical Approach: Social Determinants of Health

Required Reading:

- Annamalai (2014) Chapters 1 - 3
 - Global Refugee Policy: Varying Perspectives & Unanswered Questions
<https://www.rsc.ox.ac.uk/files/publications/other/dp-global-refugee-policy-conference.pdf>
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Week 2: Mental Health (Risk Factors, Prevalence & Screening) // Trauma-Centered Care and Psychosocial Theory // Conducting a Literature Search Using Scientific Databases

Required Reading:

- Annamalai (2014) Chapters 11 - 12
 - Alemi, et al. (2014). Psychological Distress in Afghan Refugees: A Mixed Method Systematic Review. *Journal of Immigrant and Minority Health*, 16(6): 1247-1261.
 - Kirmayer, et al. (2011). Common Mental Health Problems in Immigrants and Refugees: General Approach in Primary Care. *CMAJ*, 183(12): E959-E967.
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Week 3: Mental Health Cont. // Targeted Interventions Using Ecological Perspectives // Guest Speaker: Health Sciences Library Nursing Informationist

Due: Research proposal

Required Reading:

- Annamalai (2014) Chapter 13
- Palinkas, L. et al. (2003). The Journey to Wellness: Stages of Refugee Health Promotion and Disease Prevention. *Journal of Immigrant Health*, 5(1).
- Stewart, M., et al. (2010). Social Support and Health: Immigrants and Refugees Perspectives. *Diversity & Equity in Health and Care*.

Week 4: Chronic Disease Management // Theoretical Approach: Social Determinants of Health Revisited // Critiquing Research: Qualitative

Due: Annotated Bibliography

Required Reading:

- Annamalai (2014) Chapter 10
- Morris, M. et al. (2009). Healthcare Barriers of Refugees Post-Resettlement. *Journal of Community Health*, 34(529-538).
- Yun, et al. (2013). High Prevalence of Chronic Non-Communicable Conditions Among Adult Refugees: Implications for Practice and Policy. *Journal of Community Health*.

Week 5: Special Groups: Refugee Women's Health // Theoretical Approach: Intersectional Feminism // Critiquing Research: Quantitative

Required Reading:

- Annamalai (2014) Chapter 14 (Women and Violence) & Chapter 15
- Delara, M. (2016). Social Determinants of Immigrant Women's Mental Health. *Advances in Public Health*.
- Gagnon, A. et al. (2002). A Systematic Review of Refugee Women's Reproductive Health. *Refuge*, 21(1).
- Yasmine, R. & Moughalian, C. (2016). Systemic Violence Against Syrian Refugee Women and the Myth of Effective Intrapersonal Interventions. *Reproductive Health Matters*.

Week 6: Special Groups: Health Issues in Refugee Children // Ethical Considerations in Research with Refugees

Due: First Draft

Required Reading:

- Annamalai (2014) Chapter 16
- Pfarrwaller, E. & Suris, J. (2012). Determinants of health in recently arrived young migrants and refugees: A review of the literature. *Italian Journal of Public Health*, 9(3).

Week 7: Preventive Health // Challenges to Health Promotion

Required Reading:

- Morrison, TB, et al. (2012). Disparities in Preventive Health Services Among Somali Immigrants and Refugees.
- Saadi, A. et al. (2011). Perspectives on Preventive Health Care and Barriers to Breast Cancer Screening Among Iraqi Women Refugees. *Journal of Immigrant Minority Health*.

Week 8: Host Nations' Response to Refugees // "Othering" // Theoretical Approach: Critical Race Theory

Required Reading:

- Pollock, G. et al. (2012). Discrimination in the Doctor's Office: Immigrants and Refugee Experiences. *Critical Social Work*, 13(2).
- Volkan, V. (2017). Immigrants and Refugees: Chapters 8 – 10 (pages 79-95).

Week 9: Resilience and Protective Factors

Required Reading:

- Arnetz, J., et al. (2013). Resilience as a Protective Factor against the Development of Psychopathology among Refugees. *The Journal of Nervous and Mental Disease*, 201(3), 167–172.
- Sleijpen, M. et al. (2016). Between Power and Powerlessness: A Meta-ethnography of Sources of Resilience in Young Refugees. *Ethnicity & Health*, 21(2).

Week 10:

Due: Final Paper



New Course Proposal

Nursing 98T	
Critical Perspectives and Health Promotion among Refugees	
Course Number	Nursing 98T
Title	Critical Perspectives and Health Promotion among Refugees
Short Title	HLTH PROMO-REFUGEES
Units	Fixed: 5
Grading Basis	Letter grade only
Instructional Format	Seminar - 3 hours per week
TIE Code	SEMT - Seminar (Topical) [T]
GE Requirement	Yes
Major or Minor Requirement	No
Requisites	Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.
Course Description	Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Examination of social and cultural influences on health and behaviors of refugees. Investigation of prejudice against newcomers, challenges to health promotion, and disease prevention among refugees. Interpretation of current policy debates and development of interventions. Letter grading.
Justification	Part of the series of seminars offered through the Collegium of University Teaching Fellows
Syllabus	File Siddiq Shabiak_Syllabus.pdf was previously uploaded. You may view the file by clicking on the file name.
Supplemental Information	Instructor (Hafifa Siddiq Shabiak) UID: 703988407 Professor Eunice Lee is the faculty mentor for this course.
Grading Structure	Class participation 20% Weekly written article critique and responses 20% Final Research Paper 60%
Effective Date	Winter 2018
Discontinue Date	Summer 1 2018
Instructor	Name: Hafifa Siddiq Shabiak Title: Teaching Fellow
Quarters Taught	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer
Department	Nursing
Contact	Name: MICHELLE CHEN E-mail: mchen@oid.ucla.edu
Routing Help	

ROUTING STATUS

Role: Registrar's Office

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Role: Registrar's Publications Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590

Status: Added to SRS on 8/31/2017 10:19:28 AM**Changes:** Description**Comments:** Course description edited into official version.**Role:** Registrar's Scheduling Office - Lin, Jessica (JLIN@REGISTRAR.UCLA.EDU) - 58253**Status:** Added to SRS on 8/29/2017 2:54:11 PM**Changes:** Short Title**Comments:** No Comments**Role:** FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040**Status:** Approved on 8/25/2017 3:34:51 PM**Changes:** No Changes Made**Comments:** Routing to Doug Thomson in the Registrar's Office.**Role:** FEC Chair or Designee - Bristow, Joseph E (JBRISTOW@HUMNET.UCLA.EDU) - 54173**Status:** Approved on 8/20/2017 7:59:21 PM**Changes:** No Changes Made**Comments:** No Comments**Role:** FEC Chair or Designee - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 8/4/2017 4:23:16 PM**Changes:** No Changes Made**Comments:** Routing to Joe Bristow for FEC approval.**Role:** CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042**Status:** Approved on 7/14/2017 3:24:15 PM**Changes:** No Changes Made**Comments:** on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee**Role:** Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042**Status:** Submitted on 7/14/2017 3:06:00 PM**Comments:** Initiated a New Course Proposal[Back to Course List](#)

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