

## Critical Perspectives and Health Promotion among Newly Resettled Refugees

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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/>

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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 <b>A</b>	Corresponds to a <b>B</b>	Corresponds to a <b>C</b>	Corresponds to a <b>D</b>	Corresponds to an <b>F</b>	
<b>Source Selection:</b>	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	<b>20%</b>
<b>Credibility:</b>	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	<b>20%</b>
<b>Annotations:</b>	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	<b>20%</b>
<b>Evaluations:</b>	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	<b>20%</b>
<b>Assignment Criteria:</b>	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	<b>15%</b>
<b>Mechanics, Grammar, and Proofing:</b>	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	<b>5%</b>

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

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## WEEKLY SCHEDULE

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\*\*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*.

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**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*.

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**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*.

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**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).

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**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*.

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**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).

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**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).

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**Week 10:****Due: Final Paper**





# New Course Proposal

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

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