CM106 Health in the Chicana/o Latina/o Population
(Same as Public Health M106)

Winter Quarter, 2018
Lecture: Tuesdays, 3:30 pm - 6:20 pm
Room: Perloff Hall 1102

Instructor: David E. Hayes-Bautista, Ph.D.
Email: cesla@ucla.edu

Office Hours: Wednesdays, 1:00 PM – 3:00 PM.
Please email cesla@ucla.edu to make an appointment
Center for the Study of Latino Health and Culture
924 Westwood Blvd, Suite 200-S, Los Angeles, CA 90024

Teaching Assistants:
Veronica Viceñás
Email: vvicenas@gmail.com
Office Hours: Wednesdays, 10:00am – 12:00pm
and by appointment
Location: first floor of Biomedical Library
Arely Briseño
Email: arely8@ucla.edu
Office Hours: Thursdays, 1:00pm – 2:00pm
and 3:00pm – 4:00pm by appointment
Location: first floor of Biomedical Library

Discussion Sections:
1A: Wednesday at 9:00 am - 9:50 am, BOELTER 5436 with Veronica Viceñás
1B: Wednesday at 1:00 pm - 1:50 pm, BOELTER 5419 with Veronica Viceñás
1C: Thursday at 9:00 am - 9:50 am, BOELTER 2760 with Arely Briseño
1D: Thursday at 4:00 pm - 4:50 pm, PUB AFF 2242 with Arely Briseño

Course Webpage:
https://moodle2.sscnet.ucla.edu/course/view/18W-CHICANOCM106-1

Required Readings:
1) Hayes-Bautista, David E. La Nueva California: Latino from Pioneers to Post-Millenials.
University of California Press, 2017 [Available in library reserve]


3) Journal Articles. [Available on course webpage]

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<td>Discussion Section</td>
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<td>Assignment 3: Final Paper</td>
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I. Reflection Statement (Due: Week 4, in lecture and course webpage)

Instructions: Reflect on the health experiences of people close to you: yourself, your family and/or your close friends. Use these experiences as a foundation for understanding some aspect of health issues, healthcare, or health policy. We encourage you to integrate concepts from this class.

Write a 3 to 5-page paper (12-point font, *Times New Roman*, Double-Spaced, 1-inch margins) that answers the following questions:

1. What are you interested in?
2. Why are you interested in this?
3. What do you want to learn about it?

II. Structured Literature Review (Due: Week 6, in lecture and course webpage)

The structured literature review assignment gives the student the opportunity to familiarize themselves and learn to synthesize literature surrounding their topic of interest. You will be given a format and instructions to follow, which will be uploaded to the course website by week 4.

III. Final Paper (Due: Tuesday, March 20, 2018; CESLAC Office)

A rubric (set of guiding questions) will be given to you to write the final paper. The goal of the paper is to synthesize the literature review around the health experience and your personal biography. You will submit the hard copy of the paper to the CESLAC offices.

b. Include page numbers at the top right hand corner as such: Last Name, Page #
c. Turn in Final Paper to Adriana Valdez/Laura Ochoa by 5:00 pm at the Center for the Study of Latino Health and Culture, 924 Westwood Blvd, Suite 200-S (Bank of America Building corner of Le Conte and Westwood)
*Academic Integrity*
Academic dishonesty, plagiarism, or the un-credited use of any work not produced exclusively by you, will not be tolerated. Any suspected incidence of plagiarism will be referred to the Dean of Students and a formal hearing may be held. See the following URL for detailed information or if you have any questions: [http://www.deanofstudents.ucla.edu/students/integrity/](http://www.deanofstudents.ucla.edu/students/integrity/). You can also take a plagiarism tutorial at [http://unitproj.library.ucla.edu/col/bruinsuccess/](http://unitproj.library.ucla.edu/col/bruinsuccess/) if you need additional clarification.

*Late assignments*
It is your responsibility and to your advantage to submit all assignments in a timely manner and to communicate with your TA and the Professor. **Late assignments will be graded out of a maximum of 80% of the total original points.** Late assignments will be accepted up to 24 hours after the due date. The Final Paper will **NOT** be accepted late.

*Extra Credit*
Throughout the course, the instructor and TAs will notify students in lecture and via the course webpage of approved public health lectures and other events taking place on/off campus for extra credit. To receive credit, you must attend one of these events and submit a one-page (double-spaced) description of what was discussed, what you learned and how it relates to the topics dealt with in this course. **Maximum of three extra credit points allowed per student.** If you hear about a public health event that you would like to attend, but was not announced, please notify the TA.
Week 1  
Tuesday, January 9

Lecture Topics:

Three Research Questions:
  a) What explains the Latino Epidemiological Paradox? (LEP)
  b) How does the Latino Epidemiological Paradox fit into Health Care Reform? (HCR)
  c) What is Latino, from a genomic and biological research method perspective? (LAT)

  1a. (LEP) The Latino Epidemiological Paradox and the scientific method
  1b. (HCR) Why reform health care?

  2a. Voice, vision, and research; course goal
  2b. (LAT) When did Mexicans arrive in California?

  3a. (HCR) The Latino physician shortage
  3b. (LAT) The Meso-American substrate

Class Readings:

Bodenheimer & Grumbach, Chapter 1: “Introduction: The Paradox of Excess and Deprivation”


Lecture Topics:
Three Research Questions:
   a) What explains the Latino Epidemiological Paradox? (LEP)
   b) How does the Latino Epidemiological Paradox fit into Health Care Reform? (HCR)
   c) What is Latino, from a genomic and biological research method perspective? (LAT)

   1a. (LAT) How Latinos became a majority in California
   1b. (HCR) Health insurance: how it functions

   2a. (LEP) How I discovered the Latino Epidemiological Paradox
   2b. (HCR) The Institute of Medicine: Crossing the Quality Chasm

   3a. (HCR) Theoretical models and Latino data
   3b. (LAT) The epidemiology of conquest and the formation of colonial demography

Class Readings:

Bodenheimer & Grumbach, Chapter 4: “Reimbursing Healthcare Providers”


**Week 3**  
**Tuesday, January 23**

**Lecture Topics:**  
Three Research Questions:  
- a) What explains the Latino Epidemiological Paradox? (LEP)  
- b) How does the Latino Epidemiological Paradox fit into Health Care Reform? (HCR)  
- c) What is Latino, from a genomic and biological research method perspective? (LAT)  
  
1a. (HCR) Population health  
1b. (LAT) CESLAC: Research, teaching and public service  

2a. (LEP) The Holistic, socio-behavioral Paradox  
2b. (LAT) The Indo-Afro-Oriento-Ibero society moves north  

3a. (HCR) From Volume to Value in East Los Angeles  
3b. (LAT) Latino leadership and American history  

**Class Readings:**  


Bodenheimer & Grumbach Chapter 6: “How healthcare is organized II: Health Delivery Systems”  


Kindig, D., “What Are We Talking About When We Talk About Population Health?”, " Health Affairs Blog, April 6, 2015. DOI: 10.1377/hblog20150406.046151
DUE in lecture: Reflection Statement

Lecture Topics:
Three Research Questions:
   a) What explains the Latino Epidemiological Paradox? (LEP)
   b) How does the Latino Epidemiological Paradox fit into Health Care Reform? (HCR)
   c) What is Latino, from a genomic and biological research method perspective? (LAT)

1a. (LEP) Latino patterns of assimilation and health behaviors (smoking, drinking, drug use)
1b. (LAT) Theories of assimilation and acculturation

2a. (HCR) Social Epidemiology
2b. (LAT) 1st wave: Latino Immigration to California, 1769-1781

3a. (LEP) Latino social behaviors by acculturation
3b. (LAT) 2nd Wave: Latin immigration to California, 1834-1835

Class Readings:


Lecture Topics:
Three Research Questions:
   a) What explains the Latino Epidemiological Paradox? (LEP)
   b) How does the Latino Epidemiological Paradox fit into Health Care Reform? (HCR)
   c) What is Latino, from a genomic and biological research method perspective? (LAT)

   1a. (HCR) Pre-Paid care in California, 1942-2017
   1b. (LEP) Latino policy research: emotions, theory and data

   2a. (LAT) 3rd Wave: Latino immigration to California, 1848-1860
   2b. (LEP) Financing health care for the undocumented

   3a. (HCR) Patient-centered care
   3b. (LAT) The social construction of race-ethnic categories

Class Readings:

Bodenheimer & Grumbach, Ch. 4 “Reimbursing the Health Care Providers” in Understanding Health Policy: A clinical Approach.


Donald M. Berwick  What 'Patient-Centered' Should Mean: Confessions Of An Extremist Health Affairs, 28, no.4 (2009):w555-w565
Week 6  
Tuesday, February 13

DUE in lecture: Structured Literature Review Matrix

Lecture Topics:
Three Research Questions:
   a) What explains the Latino Epidemiological Paradox? (LEP)
   b) How does the Latino Epidemiological Paradox fit into Health Care Reform? (HCR)
   c) What is Latino, from a genomic and biological research method perspective? (LAT)

1a. (LAT) 4th Wave: Latin immigration to California, 1860-1867
1b. (LEP) Myths and realities of Latino policy presence

2a. (HCR) Quality improvement and Improvement Science
2b. (LEP) Farmworker health

3a. (HCR) Financing Social Security and Medicare
3b. (LAT) 5th Wave: Latino immigration to California, 1890-1909

Class Readings:


Leape, L.L., Berwick, D.M. "Five year after To Err is Human. What have we learned?" JAMA, 2005, vol. 293 (pg. 2384-2390)

Lecture Topics:
Three Research Questions:
   a) What explains the Latino Epidemiological Paradox? (LEP)
   b) How does the Latino Epidemiological Paradox fit into Health Care Reform? (HCR)
   c) What is Latino, from a genomic and biological research method perspective? (LAT)

1a. (HCR) Patient activation and engagement
1b. (LAT) 6th Wave: Latino immigration to California, 1910-1940

2a. (LEP) The Epidemiological Transition in Latin America
2b. (HCR) Obesity and policy

3a. (HCR) Latino patients and communication in the hospital
3b. (LAT) 7th Wave: Latino immigration to California, 1942-1964

Class Readings:


Required Readings

To be assigned
Lecture Topic:

Three Research Questions:

a) What explains the Latino Epidemiological Paradox? (LEP)
b) How does the Latino Epidemiological Paradox fit into Health Care Reform? (HCR)
c) What is Latino, from a genomic and biological research method perspective? (LAT)

1a. (HCR) Social Determinants of Health
1b. (LAT) 8th Wave: Latino immigration to California

2a. (LEP) Latino birth outcomes and social determinants of health
2b. (HCR) Patient Safety

3a. (LAT) The Latino Post-Millennial Generation
3b. (HCR) Health Care Reform unlinked from Obamacare

Class Readings:


Lecture Topics:
Three Research Questions:
   a) What explains the Latino Epidemiological Paradox? (LEP)
   b) How does the Latino Epidemiological Paradox fit into Health Care Reform? (HCR)
   c) What is Latino, from a genomic and biological research method perspective? (LAT)

1a. (LAT) American or Latino?
1b. (HCR) Latinos and health reform: the opportunities and challenges

2a. (LAT) Inter-paternity and the future of race/ethnic categories
2b. (LEP) The real Top Ten causes of death

3a. (LAT) Synthesizing this course with your personal statement
3b. (LAT) Latinos and American identity: Vaqueros and Cinco de Mayo

Class Readings:


