Hubert H. Humphrey School of Public Affairs

PA 5451 *IMMIGRATION, HEALTH AND PUBLIC POLICY: Fall, 2019*

Professor Katherine Fennelly: **fenne007@umn.edu**

[web page with bio]

Description:

This course is a three-credit on-line computer-based course for public policy and health professionals. There are no meeting times for this class; all interaction takes place on the website and in the community. Each week students view video-taped interviews with experts in policy and international health, answer questions on readings and learn to do web and community research. Interactions take the form of web responses to instructor's questions, and comments on classmate's postings, as well as a scheduled online student meetings and a seminar with a guest speaker.

The course qualifies as an elective for the **Human Rights Minor** *at the U, and fulfills requirements for the* **Health Equity Concentration** *in the School of Public Health, the* **Global Public Policy Concentration** *at the Humphrey School of Public Affairs, an elective for the* **Masters in Development Practice***, and other electives in both schools.*

Course Objectives: Students will:

1. acquire research skills necessary to access demographic, health, and background information on immigrants in the U.S.

2. understand the major characteristics, health and social needs of new immigrants, and learn to apply them to analyses of new populations.

3. design "culturally competent" health or educational programs.

4. advocate for needed policy changes to promote immigrant health and wellbeing.

Readings and Resources

All of our class readings, resources and assignments are available on the course Canvas site at canvas.umn.edu, or through "Key Links" onMyU.umn.edu. For help with Canvas, go to https://z.umn.edu/CanvasHelpandSetupor click the "Canvas Help" link on our course Canvas site. You can also call or email the U of M computer help desk.

Community Work:

The key to becoming "culturally competent" is to go into the community to meet and learn from the residents you hope to serve. Community visits, observations and interviews are an essential (and fun!) component of the course and the credit requirements. They include visiting an immigrant-owned business, interviewing a social service or health provider who works with immigrants, attending a session of immigration court, and conducting a demographic analysis of a community of your choice.

Assignments:

A course calendar and detailed assignment descriptions for each weekly course module are available on the course website for enrolled students. Weekly readings and assignments are accessible one week in advance of each module. (*Note that the website will not be available when the U of M Office of Technology schedules weekly maintenance sessions on Sunday mornings 9-12*; plan your work accordingly to avoid this "down time" for accessing materials or posting assignments.)

COURSE OUTLINE: PA5451: IMMIGRANT HEALTH ISSUES, FALL 2019

Week one: "**Getting StartedModule**" (introduction to the course & website):

>   9/3/19-9/8/19

Unit I: Research skills to access demographic, health and background data

Module 1:   Definitions and Data: 9/9/19 – 9/15/19

Module 2:   Conducting Community Research: 9/16/19 – 9/22/19

Module 3:   Community Attitudes: 9/23/19 – 9/29/19
              [note, optional meeting with Dr. Fennelly, Thursday, 9/26, from 5-6 pm]

Module 4:   Impacts on Communities : 9/30/19 – 10/6/19

Unit II: Characteristics and Needs of New Immigrants

Module 5:   Refugees, Asylum and Mental Health: 10/7/19 – 10/13/19

Module 6:   Acculturation/Assimilation: 10/14/19 – 10/20/19

Module 7:   Poverty and Access to Services: 10/21/19 – 10/27/19

Module 8:   Women, Youth and GLBT Populations: 10/28/19 – 11/3/19

Unit III: Culturally Competent Care

Module 9:   Cultural Competence: 11/4/19 – 11/10/19

Module 10:   Beliefs about Health and Illness 11/11/19 – 11/17/19

Unit IV: Advocacy

Module 11:   Influencing Public Policy: 11/18/19 – 11/24/19

              Zoom conference with guest speaker

Module 12:   Influencing Public Policy (continued): 11/25/19 – 12/1/19

Module 13:   Wrap-up: 12/2/19 – 12/8/19

important: Set Your Canvas Notification Preferences

This course depends upon your ability to receive communications from the instructor about the class. It's important that you set up your Canvas "notification preferences" to choose how and when you'd like to receive messages via text, email, or both. Find easy-to-follow instructions at "[How do I set my Canvas notification preferences as a student](#)?

I strongly recommend that you opt to receive notification of Announcements, Conversation Messages, and "Added to Conversation: Notify Me Right Away," so that you don't risk missing important class communication. For assistance, please contact help@umn.edu or Professor Fennelly at fenne007@umn.edu

GRADING

You will have several large assignments and weekly web postings reacting to the reading and videos. ==*Postings should be approximately 150-400 words in length, depending upon the complexity of the issue.*==

Large Assignments include:

· Fiscal impacts assignment (due in M04)

· Provider interview (4-credit students) or Story-Corps interview (3-credit students) –(both due in M07). Note: 3-credit students may elect to do a provider interview instead of a Story Corps interview.

· Community profile (due in M10)

· Immigration Court screening sheets & comments (due within 2 weeks of your court visit)

See detailed instructions on the Home page of the Canvas course

Web postings are graded differently from large assignments. They receive grades of check plus, check or check minus, as follows:

- Check plus (shows as a grade of three points in Canvas; it's the numerical equivalent of 100 or A): Posting is on-time and directly responds to the questions posed. Writing is clear and demonstrates an understanding of the issue. Opinions are substantiated by assigned or outside readings, or class videos. At times you may want to refer to relevant comments from a classmate in your response. (You needn't refer to other postings each time, but please read them, and help us to use the discussions as a class dialogue, rather than a series of monologues.)

- Check (shows as a grade of two points in Canvas; it's the numerical equivalent of 80, or B): Posting is adequate, but late, or doesn't meet all the criteria listed above.

- Check minus (shows as a grade of one point in Canvas; it's the numerical equivalent of 73, or C): Posting is inadequate or late: doesn't address the question in the assignment or is difficult to follow.

- 0 points (numerical equivalent of F): no posting by one week after due date.

- There are roughly 25 graded short postings due throughout the semester.

As noted above, late postings are marked down. Postings more than one week late will not be accepted. Don't worry about one or two posting grades that are lower than you had anticipated. There are many assignments and extra credit options that can bring up your grade.

EXTRA CREDITassignments are due before midnight on the Sunday evening of the second week after they are assigned, and so forth. The grades you receive for these extra credit assignments will be averaged into your small assignments grade.

I never want a student's grade to be negatively affected by an extra credit assignment—only positively. For that reason, if you don't get an A on an extra credit assignment, I'll give you feedback explaining why, but I won't give you a grade that might lower your course average.

When grading, *I always look first at whether students have responded to the specific questions posed in the assignment.*Other grading criteria include clarity, organization, use of relevant sources to back up assertions, and evidence that a paper was proofread (i.e., doesn't have many grammatical or spelling errors).

Grading Weights   Final course grades are calculated as follows:

- · 35%: Posted reactions to reading (see details above).

- · 15%: Quiz grades (Quizzes are designed to motivate students to keep up with the reading; they can be repeated once to improve grades)

- · 35%: Large Assignments

- · 15%: Class participation. (Note: Canvas gives the instructor feedback on student use of the website).Participation grades are calculated at the end of the semester when we tally things like responding to classmates (with <u>substantive</u> reactions or suggestions), posting in a timely way so that other students have a chance to respond to your ideas, posting on the Bulletin Board, volunteering to be a discussion leader for small group meetings, and other signs of engagement and initiative.

Pass/Fail (S/N credit) and Auditing

Immigration, Health and Public Policy is <u>not</u> offered S/N or for auditing.

All Students:

Incomplete: No Incomplete ("I") grade will be submitted for any student unless that grade is accompanied by a signed copy of the Incomplete Contract form. (See Public Affairs or School of Public Health policies on Incompletes.)

Late Policy: Discussion postings and large assignments are marked down if late, and will not be accepted after one week from the due date. Quizzes are due the week in which they are assigned. Redoing work is not an option, except in exceptional circumstances.   If you miss turning in an assignment, you can try to do extra credit work in subsequent weeks to improve your grade.

Access to readings and materials after semester

Students lose access to Canvas sites and course reserves at the end of the semester. If you'd like to download class material (depending on copyright) or your own work for personal use, please do so during the semester. Please do not download the class videos, as this will violate regulations regarding their use.

University and School policies

For links to University of Minnesota and Humphrey School policies, click the "U of M Policies" link on our course Canvas site, or see https://z.umn.edu/PolicyStatements. Policies include information on student conduct, scholastic dishonesty, sexual harassment, equal opportunity, disability accommodations, and more.

Name and Pronoun Usage*

Class rosters are provided to the instructor with the student's legal name,

unless a preferred' name has been entered into a student's OneStop account. Visit this link for more information—https://onestop.umn.edu/howto/set_name.html.

Note: it usually takes 24 hours for your information to change. Also, 'preferred' 'preferred' name will show up on class rosters but not on class waitlists. I will happily honor your request at any point to address you by your correct name, gender pronoun, or any other manner you would like to be referred. If you like, I will also instruct class members to do the same. Please advise me of how you would like to be referred to in class. If I mistakenly use a name other than your preferred name, please send me an email at fenne007@umn.edu

Duo Security Logon

The University provides Duo Security to help keep our students, faculty, and staff safer online. We'll be communicating broadly about Duo Security throughout the coming academic year. For more information about Duo Security visit z.umn.edu/DuoSecurityor contact the Technology Help service desk 24/7 at 612-301-4357 (1-HELP) or help@umn.edu.