

Health Equity, Diversity, and Inclusion Concentration



Overview:

Health Equity, Diversity, and Inclusion concentration (HEDI) is an opportunity for students to learn about health disparities, health policy, social determinants of health, the care of vulnerable populations, and how to advance racial justice. This training will also engage students in guided learning and mentored projects that will focus on planning and development of evidence-based solutions to address health inequities.

Requirements:

- HLT POL 206- Healthcare for Vulnerable Populations (4.0 units) OR HLT POL 289- Health Disparities (4.0 units)
- HLT POL- M428 Leadership Seminar (4.0 units)
- HLT POL- 596 Independent Study and Research (4.0 units)
- 1 Elective course (4.0 units)
- HEDI Committee and Workgroup Meeting
- Mentorship Meetings



For more information
and a list of possible
electives, scan the QR
code or email
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Concentration in Health Equity, Diversity, and Inclusion (HEDI Concentration)

Overview

The UCLA Department of Health Policy and Management (HPM) is working to incorporate equity, diversity, and inclusion (EDI) in all aspects of our academic mission. EDI committee members conducted a curriculum review and student survey and engaged in critical dialogues with stakeholders. This evaluation process revealed that many students feel that more in-depth educational opportunities are needed to address health inequities, social justice, and racial/ethnic discrimination and to advance health equity. Suggestions included required courses and collaboration with public health professionals engaged in real-world health equity practice. Community members also pointed out that achieving health equity will require ongoing efforts to address historical and contemporary injustices, and that there is an ongoing need to help develop a well-informed workforce of public health leaders who can address these issues. We agree that reducing health inequities will require public health education and training that critically examine population vulnerabilities, individual and community factors, and the broader social determinants that create and reinforce inequities. Therefore, the aim of this document is to propose a graduate-level Health Equity, Diversity, and Inclusion Concentration program which will create opportunities for students to learn about health disparities, health policy, social determinants of health, the care of vulnerable populations, and how to advance racial justice. This training will also engage students in guided experiential learning and mentored scholarly projects that will focus on planning and development of evidence-based solutions to address health inequities.

Admissions Requirements

The Concentration program is open to HPM masters and doctoral students who would like to enhance their graduate training with knowledge of concepts related to diversity, health equity, and racial justice.

Purpose

The Concentration program is intended to provide education and training opportunities related to health inequities and the sociocultural determinants of health. A central aim is to prepare students to become public health professionals and policy advocates who are committed to working to confront historical and contemporary injustices, and will create a longitudinal learning experience for students who are committed to addressing equity, diversity, and inclusion issues in healthcare, health policy, and public health. Students will acquire foundational knowledge of health equity issues and gain practical skills through coursework and professional development opportunities, and will also learn how to implement health policies and community-level interventions. Specifically, the Health Equity, Diversity, and Inclusion Concentration will: (1) develop the next generation of health equity research scholars; (2) expand and deepen HPM students' knowledge of the determinants of health inequities; and (3) ultimately improve health outcomes through the pursuit of racial and social justice.

Overarching Goals

This Concentration program aims to equip health policy students with a deep understanding of the complexity of real-world problems that oppose the advancement of health equity and racial/social justice, and the skills to meaningfully address these problems. Students will intentionally reduce bias in their interpersonal interactions and build community with colleagues from diverse backgrounds, critically assess their intersectional social identities, examine the role of equity, diversity, and inclusion within the United States public health and healthcare systems, and develop strategies to reduce systemic bias through institutional change. Upon successful completion of this Concentration, students will be prepared to apply an interdisciplinary understanding of the social, cultural, and historical factors that influence health outcomes into their professional work.

Learning Objectives

Learning objectives were designed to provide students with opportunities to acquire health management and policy competencies articulated by the Council on Education for Public Health (CEPH) and Association of Schools and Programs of Public Health (ASPPH).

1. Understand the root causes of health inequities
 - a. Build capacity and knowledge around health equity, racial justice, and the social determinants of health
 - b. Describe the roles of history, power, privilege, prejudice, racism, and structural inequality in producing health inequities
2. Apply principles of cultural humility, health equity, and anti-racism to reduce health inequities in different populations
3. Develop knowledge and skills around:
 - Professional ethics and practices related to equity and accountability in diverse community settings
 - The importance and characteristics of a sustainable and diverse public health workforce
 - Public health programs, strategies, and interventions that are responsive to the diverse cultural values and traditions of the communities being served

Council on Education for Public Health (CEPH)

Three CEPH foundational competencies were chosen based on their explicit references to health equity

- D2.6: Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels
- D2.8: Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
- D2.15: Evaluate policies for their impact on public health and health equity.

Association of Schools and Programs of Public Health (ASPPH) Core Competency Model

Domain 4: Health Equity Skills

- Applies principles of ethics, diversity, equity, inclusion, and justice
- Engages in continuous self-reflection about one's biases
- Recognizes the diversity of individuals and populations
- Reduces systemic and structural barriers that perpetuate health inequities
- Implements organizational policies, programs, and services to achieve health equity and social and environmental justice

- Contributes to achieving and sustaining a diverse, inclusive, and competent public health workforce
- Advocates for health equity and social and environmental justice

Requirements for Successful Completion

Curriculum [Required and Electives Courses]

The 16-unit Health Equity, Diversity, and Inclusion Concentration involves two required courses in which students will analyze the sociocultural forces informing health and illness experiences and the structure and operation of healthcare and public health systems through a health equity, anti-racist lens. Students also complete a 4-unit elective course that will provide additional training on the social dimensions of health and other topics. All required and elective courses must be taken for a letter grade. A minimum grade of B+ is required in all Concentration coursework. Students will also complete a self-directed, mentor-supported project to address health inequities.

Required Coursework

- HLT POL 206- Healthcare for Vulnerable Populations (4.0 units) *OR* HLT POL 289- Health Disparities (4.0 units)
- HLT POL- M428 Leadership Seminar (4.0 units)
- HLT POL- 596 Independent Study and Research (4.0 units)
- 1 Elective course (4.0 units)

Possible Electives

- HLT POL M110 Ethnic, Cultural, and Gender Issues in America's Health Care System
- HLT POL 217 Evidence-Based Medicine and Organizational Change
- HLT POL 230B Health Economics: Low- and Middle-Income Countries Perspectives
- HLT POL M242 Determinants of Health
- HLT POL 243 Population Health of Autism
- HLT POL 249 Advanced Research Topics in Health Policy and Management: Transformation of Health in U.S.
- HLT POL 281 Policy Making amid Health, Economic, and Social Crises: Pandemics and Beyond
- HLT POL 284 Social Policy and Health: Case for Gender
- HLT POL M287 The Politics of Health Policy
- HLT POL M290 Evolving Paradigms of Prevention: Interventions in Early Childhood
- HLT POL M420 Children with Special Healthcare Needs
- HLT POL M422 Practices of Evaluation in Health Services: Theory and Methodology
- HLT POL M449 Child Health Policy

Mentorship Meetings

Each student in the Concentration program will be assigned an HPM faculty mentor, with whom they will meet at least once a quarter. The purpose of these meetings is to assess progress and help students discuss, reflect on, and apply curricular concepts to develop anti-racist, equity-informed approaches to address real-world problems.

EDI Committee and Workgroup meetings

EDI Committee and Workgroup meetings will facilitate dialogue about health equity among faculty, students, staff, and community members. Initial sessions will be dedicated to key conceptual frameworks that are used to study health equity and will then move on to specific projects and topics that are of particular interest to participants. The goal of discussion sessions is to develop a shared understanding to facilitate collaboration and enrich future health equity research projects. Subsequent sessions will explore issues of race, bias and prejudice, privilege, and community activism.