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**USIE Anti-Racism Program Teaching Summary & Reflection: Our Journey Facilitating
"Enacting Anti-Racism in Public Health"**

Developing and teaching a class on “Anti-Racism in Public Health” has been an extraordinary learning experience. Wrapping up our class and looking back at the months of work that went into this moment is extremely rewarding and we are excited to share an overview of our class content, how our students successfully attained the desired learning objectives, and generally reflect on how this enriching program has been for us individually.

Course Content Summary

As co-facilitators of "Enacting Anti-Racism in Public Health," we embarked on a journey to guide students through a profound exploration of the complex intersections between racism and public health. Under the guidance of Dr. Courtney Thomas Tobin, we created a safe space where students could critically examine the complex, multi-level nature of racism and engage in meaningful discussions on anti-racist approaches that they could take in their personal lives and in their careers.

After many syllabus revisions throughout fall quarter, we eventually decided on the following structure:

- Weeks 1-3: We introduced the foundations upon which it is necessary for the students to deeply understand the content of this class. In order to understand racism and anti-racism, a nuanced understanding of race and its history in America was necessary to teach. Since we also were teaching under the

socioecological approach (a theory commonly employed in public health research), we spent a week ensuring that students understood that theory as well as the goals of public health in general.

- Weeks 4 & 5: Though the class's primary focus is on anti-racism, we decided to start off the core content of the course by teaching various examples of racism in the order of structural, institutional, interpersonal, then intrapersonal, following the four levels of the socioecological theory in a top-down approach to recognize how structural practices influence people all the way down to the intrapersonal level. By focusing on examples of racism first in this levels-focused way, we hoped to inspire an urgency and intrinsic motivation to learn about these issues in our students.
- Weeks 6-9: After introducing examples of racism and its impact on society and on people's health, we introduced methods to employ anti-racism in the four stages: the structural, the institutional, the interpersonal, and the intrapersonal. Readings focused on ways the students themselves could enact anti-racism in their own lives as well as in their careers, and discussions (both in-class and online) focused on solidifying which methods they wanted to use outside of the classroom. We hoped with this structure to create a tangible, digestible way of conveying the anti-racist theory, concepts, and methods to the students. Throughout this portion of the course, we also employed curated materials in the form of instructor-created group activities.
- Week 10: We chose the final week to be the students teaching us what they learned in the form of a final presentation. We chose this group project portion to be at the end so they could show us their exact level of attainment of the learning objectives.

Week 1 - Introduction: Setting the Stage

In our first week, we wanted to lay strong groundwork for the rest of the quarter, as we would be delving into complicated topics in sensitive subjects such as racism, public health, and healthcare. We briefly touched on the issue of racism in this country's health system as well as all of the components of public health and its study. We also made clear the important distinctions between racism, not-racism, and anti-racism, as anti-racism would be the primary focal point of the course. Through our introductory activity, the "Fears and Hopes" exercise, we aimed to create a safe and inclusive environment that would foster the open, vulnerable discussions that take place in our class during the quarter ahead.

Week 2 - Understanding Race: Building a Strong Foundation

Race and racism are extremely complex, sensitive topics, so we wanted to take our time in delving into its construction, historical roots, and societal implications. We encouraged students to reflect on how the concepts of "whiteness" and "coloredness" came to be, especially as the definitions changed throughout the time periods. We also investigated the "one drop rule" and the "blood quantum rule" to explore how the definition of race was flexible and served to benefit the racial hierarchically powerful group.

Week 3 - Exploring the Four Levels of Racism: A Multi-level, Multi-factorial Approach

We used the socioecological model (introduced to us by Dr. Thomas Tobin in her class CHS 221: African American Health across the Life Course) as a framework for navigating racism. We introduced and defined the four levels upon which this model operates: systemic, institutional, interpersonal, and intrapersonal. Breaking the anti-racist theories down in this way allows students to study the mechanisms at which racism and anti-racism operate specifically at each level. We also introduced the students to Dr. Camara Jones's thought-provoking analogy, "The Gardener's Tale," which served to introduce our first topic of study that we would delve more into in the next week: structural racism.

Week 4 - Unveiling Structural Racism: Addressing Barriers

Our shift focused during this week from laying down a strong foundation for our student's understanding of the complex course topics to beginning our inquiry into racism's operation at the four levels. We started with covering structural racism, and more specifically, the structural barriers that plague healthcare systems as well as the impact of social determinants on different populations' health outcomes. We held discussions in which we explored the role of structural policies and programs that could alleviate these instances of healthcare and public health racism.

Week 5 - Tackling Institutional, Interpersonal, and Intrapersonal Racism: Addressing Obstacles

After receiving an introductory foundation on the four levels in Week 3 and delving into the structural level the past week, students got an overview of the three other levels this week. We guided students through understanding cultural competency, such as the importance of addressing language barriers, and its deficits, as well as medical mistrust and implicit bias. All of these topics focus on their implications for healthcare delivery and we carried out interactive activities to encourage the students to envision practical strategies for fostering inclusivity and addressing bias in healthcare settings.

Week 6 - Building Structural Anti-Racism: Towards Inclusivity

This is the week we finally were able to get into the Anti-Racism side of the course. We focused on exploring initiatives that promoted diversity and structural competency in healthcare settings. This was geared towards highlighting the importance of system-wide efforts in combating racism. Students brainstormed actionable steps for fostering anti-racist practices within healthcare institutions and beyond.

Week 7 - Institutional Anti-Racism in Action: Promoting Equity

We shared insights on anti-racism in academic settings, such as UCLA Medical School, hoping to inspire students to envision tangible pathways for institutional change and bolster pride for the university we attend as UCLA leads the way in promoting anti-racist initiatives. Discussions were centered on the role of cultural competence and linguistic accessibility in promoting equitable healthcare delivery. This week delved into how to address deep-rooted medical mistrust with outreach and intentional reparations to the communities affected.

Week 8 - Embracing Interpersonal Anti-Racism: Empowering Allies

Students learned strategies for addressing unconscious bias and becoming active bystanders in challenging situations. Through case studies and role-playing exercises, we encouraged students to cultivate empathy and engage in courageous conversations about race. Specifically, we promoted being an active bystander and calling-in instead of calling-out.

Week 9 - Nurturing Intrapersonal Anti-Racism: Self-Reflection

In our last week of teaching, we covered the final level of the socioecological approach (working top-down): intrapersonal anti-racism. We taught students different methods of self-reflection and mindfulness, going in-depth on what mindfulness is and how to carry out the practice in one's day-to-day life. We also explored the neurological bases of implicit bias, investigating the brain's natural tendency to be biased against an out-group (and unfortunately racist as a result) and psychological ways we can fight against this tendency. We also created a safe, inclusive space for a vulnerable discussion on strategies that students themselves could use in order to overcome their own biases. We focused on dispelling the “color-blind” method and overcoming both our implicit and explicit biases.

Week 10 - Final Presentations and Reflections: A Celebration of Learning

As we concluded the course after nine rewarding weeks of teaching, we had the students engage in a reflective discussion by presenting their final presentations to one another. Through these presentations (of which we are both so proud), our students shared their key takeaways and

newfound strategies for enacting anti-racism in their own lives, both personally and professionally. Their presentations were easy to digest, touching, and incredible and we are confident in their understanding of the principles of anti-racism and enacting methods promoting health equity.

Attainment of Learning Objectives by Our Students

Based on their excellent participation and performance in their class, we are confident that our students achieved the learning objectives we set forth, primarily to analyze the roots of racial health inequities, describe the manifestations of racism, demonstrate an awareness of anti-racist methods, and most importantly, to apply their understanding to real-world contexts. We are confident that through their learning in this course, our students are now empowered to become agents of change of racial inequity in their future careers, whether in public health or not.

They had excellent participation throughout the course of our class. They shared their thoughtful and often vulnerable opinions through the various discussions that we would have on BruinLearn. We liked their responses so much that we would share them in class as examples of what we were teaching that day. They also had impressive performance on our engagement check quizzes, where every student scored an "A" on every quiz, without exception. The format of our class included a lot of in-class discussions and activities where they would share their thoughts on the topics of the day. Our students engaged very effectively with the topics at hand and came up with unique ideas during their group activities.

We were extremely impressed by their culmination of knowledge in the form of their final presentations. It is clear that they fully mastered all of the concepts taught in this course and applied it to their own lives. We had students present on intrapersonal anti-racism (in a unique video format), interpersonal anti-racism, institutional anti-racism, and structural anti-racism. Each presentation was informative, accurate, aesthetically pleasing, and digestible to the

audience. We are very proud of our student's work and are confident that they will take what they have learned beyond the confines of the classroom—to their career and their personal lives.

We are also very happy with how much we got to know and help the students individually. The class started off as shy, but gradually throughout the quarter, we got to know the students more and more. Sometimes, students would stay after the end of class to ask for our advice on various subjects, and we were happy to provide resources for them. Some of the resources that our students received from us were information on applying to the USIE program, information on joining the HSI initiative, and general class advice. We hosted a social at the end of the quarter and were very pleased more than half of our class came. This exemplifies the depth of connection that the students felt with the class and us as facilitators, which makes us very proud to share. We had fun and engaging conversations over our lunch at Ackerman, getting to know each other more as friends, and having an illuminating discussion about environmental racism outside of the classroom.

Reflection of Facilitation Experience: Nurturing Dialogue and Growth

As facilitators, we aimed to foster an inclusive learning environment as we guided our students through challenging, but meaningful, conversations. Through our approaches, we were able to encourage a much-needed open dialogue about the racist issues facing this country as well as the anti-racist methods that students would be able to use to combat these issues. Our experience was incredibly rewarding, as we were able to witness the students' growth as anti-racist scholars. It was an honor for both of us to be able to teach a course with such a transformative impact. Looking ahead, we are both committed to continuing our advocacy for equity and justice in public health in our careers, respectively.

Alette's Reflection

I am honored knowing that the valuable knowledge of anti-racism was given an accessible platform to be passed down to other students, hopefully contributing to a positive

ripple effect beyond the confines of campus. I am very grateful to Dr. Thomas Tobin for responding to my cold email request for a faculty mentor and for guiding us through this arduous process with her invaluable knowledge in the areas of anti-racism, public health, and teaching in general. I am also very grateful to my co-facilitator Tamara for accepting my last-minute request for her to be my co-facilitator, as she was an excellent, supportive, and knowledgeable partner to have throughout this whole process. I thought that with our different areas of study we provided the students with multiple perspectives through which to view the topics we were teaching, as our class content is truly an intersection of North and South campus studies. I do have some humble suggestions for the USIE program in order to make this process smoother. It was confusing planning out the year because we weren't given structured information on which USIE-related classes we were supposed to enroll in each quarter, in addition to being let known of our acceptance into the program very shortly before the school year began. Additionally, we suggest for the next cohort of USIE students in the anti-racism sector for the replacement of the pedagogy class with *two quarters* of dedicated time with the faculty mentor developing the syllabus along with a concrete rubric on what the Learning Management System looks for when approving a class.

These are small improvements that I wanted to suggest to further improve an already fulfilling, honorable experience. Being able to teach this class allowed me a new perspective I had never had in college before as an instructor, and I found that the way I interacted with my own professors changed positively as a result. I am sincerely honored to have been offered the unforgettable opportunity to develop and lead this class, and it is an experience I recommend highly to other UCLA students.

Tamara's Reflection

I personally never thought I would enjoy teaching until now. This program has allowed me to be an educator and has opened my eyes to a realm of different possibilities for my future. I

thoroughly enjoyed being able to share knowledge with our students and serve as a mentor to passionate and inspiring young people. I am deeply thankful to Dr. Thomas Tobin for embracing this journey and guiding Alette and me through every deadline and syllabus version and I am forever indebted to my amazing co-facilitator Alette who led us through this entire process with the most positive and inspiring attitude at every turn.

As for the actual process of this USIE program, I did feel a little lost at times in the beginning as to who we needed to communicate with regarding all of the details that go into this program such as signing up for the appropriate courses and sending in the adequate paperwork. The timeline of finding out we were accepted into the program and the fall quarter starting up was an extremely quick turnaround and I would've liked to have more time to plan and prepare my fall quarter course load accordingly. The special course-developing class we took with Vicky Mays was especially challenging as I was not used to courses with no slides, no notes, and no set agenda. As Alette and I restructured our syllabus throughout the fall quarter, it seemed that, regardless of our faculty mentor's approval, the syllabus was not going to be approved by USIE since Mays was consistently dissatisfied with it and there was not much positive feedback to guide us on the right path. It was a humbling experience and I was genuinely surprised when we got the green light to teach in the winter. I agree with Alette that having two quarters to develop the course would have made for a much smoother transition and that it was also last minute when we got the approval to teach and the start of the Winter quarter. More time would have allowed us to go to the library as a class, as was originally planned, to meet with librarians about copyright policies and how to curate materials appropriately, which would have been very beneficial to our content creation process.

I do believe that the Winter quarter went more smoothly for us in the program. We got into a good rhythm of creating a detailed lesson plan, dividing slide creation, and checking in with our faculty mentor about our class progress. The only major hurdle we faced while teaching

was a last-minute guest speaker cancellation where we had to fill in lesson time shortly before class started, but other than that, I always felt prepared to give class and spend time with our students. Seeing the students in our class get passionate about this subject, grow over time in the quality of their discussion posts, and experience the culmination of their understanding in their final project was an incredibly rewarding experience that made every hardship worth it. I know I have walked away from teaching with lifelong connections and a new cohort of support. Overall, this was an unforgettable time that I will always be grateful for. Thank you for trusting Alette and me with developing and facilitating this course, it was life-changing for me.