



UCI IRVINE | PUBLIC HEALTH

Undergraduate Curriculum

Course Syllabus Winter 2017

Disparities in Health Care

Course Code: PH-91

Dr. Mojgan (Mo) Sami

Course Scheduling

Rebecca Nahay
Academic Counselor
Department of Population Health
and Disease Prevention
Program in Public Health
University of California, Irvine
AIRB, Suite 2080, Room 2088
Irvine, CA 92697-3957
Phone: (949) 824-8214
Fax: (949) 824-0527
rnahay@uci.edu

Student Advising

Stephanie Leonard Cindy
Wolff Academic
Counselors Program in
Public Health
University of California, Irvine
AIRB Room 2010
Irvine, CA 92697-3957
Phone: (949) 824-2358
Fax: (949) 824-2039
sleonard@uci.edu
clwolff@uci.edu

Disparities in Health Care

PH-91 Syllabus, Winter 2017

Instructor of Record
Mojgan Sami, PhD, MA
msami@uci.edu
Office Hours: By appointment only

Introduction

This course is offered as part of the long-term initiative entitled Diversity in Medicine that has been sponsored since 1999 by the UC Irvine School of Medicine, School of Biological Sciences, and the Office of Equal Opportunity and Diversity (OEOD). In 2011, the Program in Public Health joined the initiative, and this formal course is designed to expand the scope of experiences covered in the course and of students eligible to enroll.

The current directors for 2016-2017 are:

Oladele Ogunseitan, Ph.D., MPH

Professor, Program in Public Health, Chair, Department of Population Health and Disease Prevention

Mojgan Sami, PhD, MA (msami@uci.edu),
Project Scientist & Lecturer, Program in Public Health

Charles Vega, MD

Director, PRIME-LC Program School of Medicine

Prany Sananikone, MA

Diversity Relations and Educational Programs Office of Equal Opportunity and Diversity

Class Structure

This course consists of a series of ten lectures, one each week, conducted by health care professionals from UCI and outside institutions. Each class meeting is comprised of a formal lecture-style presentation with a discussion, case study, and /or question/answer session at the end. Students are encouraged to participate and interact with the speakers. A team of student coordinators will assist with the facilitation of each of the course.

Course Goals

The primary goal of this course is to provide information that will assist health care professionals to maximize the quality of patient care in a diverse society. Health care professionals provide culturally competent patient care by focusing on the major concepts of awareness, clinical and communication skills, attitudes, socio/economic factors, health believes and practices among different patient populations. By first understanding the impact of culture on patient care, one will begin to make the connection between cultural competency at the individual practitioner level and how that can be integrated into the health care system. In partnership with the primary goal this course seeks to empower students to evolve into agents of social change for quality and equity for health care delivery in a diverse society.

A second goal is to stimulate and promote interest in cross-cultural medicine among students. Addressing disparities in health care will familiarize students to new ideas emerging in the medical field, as well as expose students to the health needs of underserved communities. This course will allow students to explore clinical, public service, and research opportunities available in related fields. Guest lecturers will present strategies to empower communities to take an active role in building a healthy community. Enrolled students and guests have the unique opportunity to engage in the discussion and add to the strategies.

Lastly, with the information and materials presented in Addressing Disparities in Health Care, a goal is to create a culturally diverse and supportive environment at UC Irvine campus for students, professional visitors, and the community.

Course objectives

This course focuses on the understanding of concepts of awareness, attitudes, behaviors, as well as clinical and communication skills associated with the status and consequences of diversity in health care. Students should keep these concepts in mind as they evaluate information presented in the course.

Awareness: The materials presented should make one more cognizant of the impact of culture on patients' health and illness status as well as the delivery of medical treatment by health care providers. The course will examine different values, customs, thought and behavior patterns, as well as other factors, which distinguish one culture from another. The goal is to understand how these cultural factors affect health, illness, and the giving and receiving of health care. In developing a knowledge base regarding different ethnic groups, it is important not to stereotype, since the information presented may not necessarily pertain to all members of that particular group.

Attitudes: The influence of attitudes, biases, and preconceptions regarding different ethnic groups impacts health care effectiveness; the development of awareness and understanding of the role that culture plays in medicine is integral to effective health care management.

Behavior: Students in this course are encouraged to make the cognitive connections between their behavior and their awareness, knowledge, and attitudes.

Public Health Practice, Clinical Practice, and Communication Skills: The awareness, knowledge, attitudes, and behaviors that one develops will have little practical value unless one integrates and applies them into his/her practice. An integral part of providing culturally competent health care is the ability to communicate effectively with patients. Effective communication includes the ability to listen, understand, explain, and discuss treatment options with sensitivity and competence.

Grading

Medical Students

Medical students will receive credit for this course in the form of Transcript Notation. Undergraduates will also receive credit of 2-unit Pass/No pass. All community members are welcome to attend the lectures (although non-students will not receive credit).

There will be no examinations for the class, but all enrolled students are required to submit a manuscript at the end of the quarter summarizing the information from the presentations that they attended.

Undergraduates

Evaluation for this course will be based on 4 factors:

(1) Attendance to 8 of the 10 lectures:

Medical and undergraduate students are required to sign up on attendance sheets at the beginning of class. Two incidences of lateness are equivalent to one absence. Lateness is considered coming to class 15 minutes after lecture starts or leaving 15 minutes before it leaves.

(2) Completion of the EEE survey for lectures attended:

Undergraduates must complete an additional EEE survey within 72 hours of attending the lecture to receive full credit for attendance. Failure to submit an evaluation is equivalent to a class absence.

(3) Submission of a course summary paper into DropBox *by 11:59pm (before midnight) on Monday, March 20, 2017. See Appendix A for instructions, below.*

(4) Completion of a Course Evaluation Form at the end of the quarter. This will also be administered online in the same format as the EEE survey. Students will have 1 week to complete this survey at the end of the quarter. To access the survey, login to EEE and click on the "Survey" link under PH-91 on your MyEEE page. For more information: Step-by-Step Instructions, see: <https://eee.uci.edu/help/student/survey/>

Resources:

Website: <http://diversityinmedicine.uci.edu/>

There are no required books for this course, although students are expected to consult publications on the topic presented by speakers. In particular, the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality publishes updates and factsheets on disparities in health care that should be consulted by all enrolled students: <http://www.ahrq.gov/research/disparit.htm>. The National Conference of State Legislatures also publishes current information on disparities in health (<http://www.ncsl.org/default.aspx?tabid=14494>). The Institute of Medicine (IOM) also commissioned a report that should be useful for students to consult to provide context for the presentations:

Institute of Medicine, Board on Health Sciences Policy (2003). *Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care* (Editors: Brian D. Smedley, Adrienne Y. Stith, and Alan R. Nelson). The National Academies Press, Washington, DC.
<http://www.nap.edu/openbook.php?isbn=030908265X>.

Richard Allen Williams (Editor) (2007). *Eliminating Healthcare Disparities in America: Beyond the IOM Report*. Humana Press, Inc., New Jersey.

Appendix A

PH-91, 2017, Instructions for Final Paper

As part of the requirements for earning a “Satisfactory” grade for the course, all students are expected to submit a manuscript in which they demonstrate that they have reflected on at least one of the presentation topics. The guidelines for preparing the manuscript are as follows:

1. Select any of the topics covered by guest speakers during the quarter.
2. Using appropriate keywords or phrases based on the topic, search “Google News” and select one related publication. This could be a newspaper, magazine, television or radio coverage of the topic. This is a “non-academic” resource. Choose recent examples, if you find multiple sources.
3. Using the same keywords or phrases based on the topic, search “Google Scholar” and select a peer-reviewed, academic/research publication. Select an article that was published within the past three to five years.
4. On the cover page, write your name, your student identification number, the title of the topic that you have selected, and the name(s) of the guest speaker(s). Also write the reference or citation to the “Google News” article that you found and a reference or citation to the “Google Scholar” article that you found (use APA format when possible. You may Google “APA format” if you are unfamiliar with this standard).
5. There will be three parts to your narrative:
 - A 200-word summary of the main points that the speaker(s) made through the presentation.
 - A 400-word summary of the “Google News” article that you selected.
 - A 400-word summary of the “Google Scholar” article that you selected.
6. Total writing should not exceed 1,000 words.
7. Please do spell-check and make sure that your presentation is neat. If there are multiple pages, insert page numbers.
8. Submit either Microsoft-Word (doc or docx or Adobe PDF files of the paper into the course DropBox under EEE.

If you have any questions about these guidelines, please

address them to: Dr. Mojgan (Mo) Sami (msami@uci.edu)