

Cover Sheet: Request 10479

MDU4XXX, Global Health Disparities

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Thomas,Danielle Locke dthomas7@ufl.edu
Created	10/7/2015 3:37:25 PM
Updated	10/27/2015 8:30:19 AM
Description	The course addresses healthcare disparities affecting underserved populations in various areas from a historical perspective through current status. The health disparities topics include local, regional, state, national, global, political, economic and social factors affecting the development of current health systems and their effectiveness at achieving satisfactory health outcomes.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	MED - General Medicine 312901000	Novak, Maureen Anne		10/27/2015
No document changes					
College	Approved	MED - College of Medicine	Novak, Maureen Anne		10/27/2015
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/27/2015
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 10479

Info

Request: MDU4XXX, Global Health Disparities
Submitter: Thomas,Danielle Locke dthomas7@ufl.edu
Created: 10/7/2015 3:37:25 PM
Form version: 1

Responses

Recommended Prefix: MDU

Course Level : 4

Number : XXX

Lab Code : None

Course Title: Global Health Disparities

Transcript Title: Global Hlth Disparit

Effective Term : Spring

Effective Year: 2016

Rotating Topic?: No

Amount of Credit: 3

Repeatable Credit?: No

S/U Only?: No

Contact Type : Regularly Scheduled

Degree Type: Baccalaureate

Weekly Contact Hours : 3

Category of Instruction : Introductory

Delivery Method(s): On-Campus

Course Description : The course addresses healthcare disparities affecting underserved populations in various areas from a historical perspective through current status. The health disparities topics include local, regional, state, national, global, political, economic and social factors affecting the development of current health systems and their effectiveness at achieving satisfactory health outcomes.

Prerequisites : N/A

Co-requisites : N/A

Rationale and Placement in Curriculum : The course is presented from a physician's perspective and will prepare the third year students in the Junior Honors Medical Program (JHMP) to become culturally competent physicians.

Course Objectives : This course will provide instruction in the values, attitudes and norms that create cultural differences and health equity or inequity within the United States. The course encourages students to recognize how social roles and status affect different groups in the United States. Students are expected to learn, analyze and evaluate the local and global healthcare landscape, reflect upon personal cultural norms and values in relation to those of other cultures, distinguish constraints faced by other persons and groups which impact access to healthcare, and identify various opportunities and resources to connect underserved populations and societal needs.

Learning Objectives:

1)

Students will learn important historical factors, groups, forces and events that have influenced the current state of global healthcare, including the United States; Students will learn how current system problems contributing to healthcare disparities affect populations at risk, and what those populations are, including racial, gender identity, sexual orientation, age, socioeconomic and educational status, geographical, and disease factors.

2) Students will learn the history of healthcare in the United States as it led to the

formation of the Affordable Care Act, and have an expert understanding of the Affordable Care Act.

- 3) Students will learn the current function of global and national political entities that interface with human health, such as the CDC, World Health Organization, and NIH.
- 4) Students will learn local resources for uninsured and indigent patients
- 5) Students will learn the social and political healthcare forces and resources of the state of Florida, including the Medicaid system, the Affordable Care Act, Social Security/Medicare, as well as "private" health insurers and the appropriate and applicable demographics
- 6) Students will be active learners through research and debate for one group presentation.
- 7) Students will understand how countries/states have provided for the healthcare of their respective people groups; why they are each listed in their designated category (developed, developing, etc.)
- 8) Students will become fluent in the language of global health.
- 9) Students will complete a self-reflective paper that will demonstrate a personal effect of the course on their perception of healthcare disparity.

Course Textbook(s) and/or Other Assigned Reading: Required texts:

Farmer, P. et al (2013) Reimagining Global Health: An Introduction
ISBN-10: 0520271998
ISBN-13: 978-0520271999

Ending Racial, Ethnic, and Cultural Disparities in American Health Care by Halvorson (free with kindle unlimited or amazon Prime)

Cohn, J. (2007) Sick: The Untold Story of America's Healthcare Crisis
ISBN-10: 0060580461
ISBN-13: 9780060580469

(can be obtained used for a few bucks from amazon, students may share this text)

Gruber, J. (2011) Health Care Reform
ISBN-10: 0809053977
ISBN-13: 978-0809053971
students may share, use my copies

OPTIONAL text:

Corbett, S. & Fikkert, B. (2014) When Helping Hurts
ISBN-10: 0802409989
ISBN-13: 978-0802409980

Weekly Schedule of Topics : Week 1

- 1.) preparatory work: How we got where we are:
 - a.

"Sick" the book," please read the book before the first class – read to get the general picture, over a couple of hours. Do not memorize details. Do not memorize anything.

- b. "sicko" the movie; optional to watch

- 2.) Class:

- a. 9-9:50: introduction, description of course, clarification of texts/resources, description of project, explanation of grading, schedule for semester
- b. 10 - 10:50 group discussion of "sick"
- c. 11 - 12 pm – Think Tank discussion – potential solutions to the problems brought up in "sick."

- 3.) Homework:

- a. What is your personal "health insurance" story? i.e., do you have it, under what

policy, how much does it cost, what does it cover, what are the deductibles, coinsurance, copay for primary care, for specialist. Have you ever been without health insurance? Do you or a family member have a healthcare story you would be willing to share with the group about a) not having health insurance or b) having limited access to care?

b. Call a navigator for the ACA, ask for help. How does it go? (in groups of two or three students). Look at the website and try to find three sources for help "navigating" the site. Call each site, and ask questions that a "normal" person with a normal educational and financial background might ask. What about a person who does not read? Does not have a computer? Does not speak English?

c. reading prior to next class

Week 2

1.) preparatory work

a. your written homework

b. Reimagining global health – read first four chapters

2.) Class:

a. first hour - watch money driven medicine

b. second hour – for students willing to share, discuss your personal healthcare story.

c. third hour - Call a navigator for the ACA, ask for help. How does it go? (in groups of two or three students). Look at the website and try to find three sources for help "navigating" the site. Call each site, and ask questions that a "normal" person with a normal educational and financial background might ask. What about a person who does not read? Does not have a computer? Does not speak English?

3.) Homework: Finish reading "sick" and "Health Care Reform"

Week 3

1.) Class:

a. Student – led discussion of the ACA

i. Does it solve the problems brought up in "sick

ii. What is the "Constitutionality" question of the Act?

b. Global Health Care Vocabulary Self-graded Quiz – covers any language used in class germane to all discussed topics

c. Watch the movie "Sick Around the World" in class

2.) Homework:

a. prepare for the in-class reflective essay by pulling together your thoughts on your own personal healthcare story, the movie "MDM" , knowledge of the ACA, and class discussions. The reflection question will ask you to use your thoughts and new knowledge about these things to describe a position, emotion, or reaction. The writing is not a test of content or knowledge; it is a critical thinking reflective writing.

3.) It will be kept confidential unless the student chooses to discuss it with the class following the writing time.

Week 4

Reflective writing – first hour

Reflective Writing Discussion for those students willing to share their Writing.

Discussion of Week 5 debate, formation of teams, and formation of Debate questions.

There will be six teams to debate three questions, one for each hour. You will be able to prepare in advance, and choose your positions. The class will vote on who "wins" the debate.

Week 5

1.) prepare for your debate

2.) Class:

a. Debates

Week 6 – Going Global

- 1.) prep work - Read "When Helping Hurts" sections on paternalism, and on "who are the poor." (I will provide this for you)
 - a. Reimagining Global Health – Read the Introduction prior to class
- 2.) Class -
 - a. first hour – watch the movie "Health of Nations"
 - b. second hour: discuss the reading. Personal discussions of any mission or foreign experiences.
 - c. To finish up, students will divide RGH, with each student to read his or her part in depth in order to present the MAIN POINTS at the next classroom sessions. Each student/group will identify key vocabulary words, titles, or phrases, or key events that should be known by any student of Global Health, and prepare a list to be distributed to class-mates.
- 3.) homework:
 - a. see above "c"

Week 7

- 1.) class – the students will present his/her portion of RGH, using relevant imaging, notes and providing key vocab lists to the rest of the group.
- 2.) Class discussion of readings

Week 8

- 1.) Class – finish up RGH presentations - the students will present his/her portion of RGH, using relevant imaging, notes and providing key vocab lists to the rest of the group.
- 2.) Class discussion of readings

Week 9

- 1.) Review vocab lists and your notes
- 2.) Class – first hour – reflective writing on Global Health ; Vocab self-graded quiz

Week 10

- 1.) prep work: none
- 2.) Class – exploration of evaluations of current popular ways of "helping the poor" –
 - a. Brainstorm regarding what do Americans typically do
 - b. How does this differ from what is actually needed
 - c. What entities, articles, or resources exist to evaluate the effectiveness of these strategies
 - d. Discuss : should changes be made based on your new knowledge?
- 3.) Homework:
 - a. Travel to "tent city" in Gainesville, Grace marketplace, the Salvation Army, St. Francis Shelter, Gainesville community Ministry food bank in teams of minimum 4 students. Find out as much as you can about the place you visit. If possible, start a conversation with a person who is being "helped." Meet someone who works at the place you visit. Ask some relevant questions. Ask about health insurance. Always ask permission to take pictures. Prepare a presentation for Week 11 class on your experience. Be prepared to discuss the following:
 - i. Who is being helped
 - ii. In what ways
 - iii. Is it effective according to the worker, according to the person being helped
 - iv. Health related evaluation of person's needs – are they being met? Why or why not?

Week 11 – Presentations on the homework, above;

Week 12

- 1.) prep work: none
- 2.) class time
 - a. first hour: reflective writing comparing and contrasting your own field trip experience with that of any student presentation
 - b. What are healthcare disparities? Student group in -class research on the topic in the United States.

Week 13

- 1.) Prep work – Halvorson Chapters 1,2
- 2.) Class – divide into three groups, each to read one of Chapters 3,4 and 5 to present to the class today; include vocabulary notes for classmates
- 3.) Homework: Each group develop a discussion question list for Week 14, from their chapter. Include additional research and resources as needed to contribute to classmates stimulating discussion of each subject.

Week 14: Presentation of Discussion questions from group's lists, with discussion.

Week 15: In-class film: "World's Apart"

Week 16: Final Reflection Paper: incorporate the information from this class into a reflective paper to present an idea for how you will practice medicine keeping healthcare disparity and global health issues in mind. Group Discussion of willing students' reflections will follow.

Grading Scheme : Attendance & In Class Participation/Debates- 30%
Presentations- 20%
Homework- 10%
Final Reflection Paper- 40%

Instructor(s) : Shenary Cotter, M.D. Assistant Clinical Faculty