

# MFSH804: Stories of Health Disparities

## *Course Information*

### Course Syllabus

---

#### **COURSE DESCRIPTION**

---

Stories of Health Disparities is a 2-week online course that provides students with the opportunity to read/view, discuss, and reflect upon key literature and documentaries featuring health disparities and social determinants of health. Engaging articles, videos, and books will be used to inspire the student to become a better advocate for our patients.

**Credit:** 2 QH

---

#### **COURSE PREREQUISITES**

---

None

---

#### **COURSE GOALS AND OBJECTIVES**

---

At the end of the elective, the learner will be able to: Identify root causes for social determinants of health disparities, empathize with challenges of underserved populations, and reflect on ways to overcome these.

---

At the end of the course, the learner will be able to:

1. Apply epidemiological principles to the social determinants of health and identify root causes, risk factors and health promotion efforts.
2. Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care-seeking, care compliance, and barriers to and attitudes toward care.

3. Recognize one's own values, culture, and beliefs and demonstrate sensitivity and responsiveness to a diverse patient population.

## Course Schedule

---

The selected book and videos will each have a question posted by each student. The students will choose which book to read, with questions in the second week; they will also choose which TED talks to view and discuss them in the first week. All students will view all TED talks chosen by the students in the group; each student will lead the discussion on one TED talk, and this will be posted by the first day of the course.

All posts are due by 11:59 pm that night. Please respond to your own posted question.

WEEK 1	TOPIC
	<p>Group decides on book/videos to read/view and order of postings; posts decisions on D2L.</p> <p>This week: Each student selects 2 current events articles about health disparities to reflect on in the essay. One article must relate to COVID-19 and its impact on health disparities. See grading rubric for more details.</p>
	<p>Each student within the group will create a different question related to the individual TED talk chosen.</p> <p>Questions 1-6 are posted by 11:59 pm.</p>
	<p>All students respond to questions 1-3 by 11:59 pm.</p>
	<p>All students respond two other student's original posts on questions 1-3</p> <p>and to questions 4-6 by 11:59 pm.</p>
	<p>All students respond to at least two other student's original posts on questions 4-6 by 11:59 pm.</p>

	Current Event Articles Reflection due. Upload to the D2L dropbox by 11:59 pm.
<b>WEEK 2</b>	<b>TOPIC</b>
	Questions 1-3 are posted about the book by 11:59 pm.
	All students respond to questions 1-3 by 11:59 pm.
	Questions 4-6 are posted about the book by 11:59 pm. All students respond to at least 2 other student's original posts on questions 1-3 by 11:59 pm.
	All students respond to questions 4-6 by 11:59 pm.
	All students respond to at least 2 other student's original posts on questions 4-6 by 11:59 pm.
	Final course reflection upload to the D2L dropbox by 11:59 pm. Take the post-course survey (under Resources -> Surveys).

## Instructional Activities

---

### OVERVIEW

Participation in activities is critical to your success in this course and ultimately in your success as course developer or an online instructor for Rosalind Franklin University. Questions regarding course activities can be posted in the "Ask the Instructor" discussion forum located in the Discussion link (select from course header).

Teaching Methods: A blend of instructional strategies will be utilized throughout this online course.

- WATCH: Videos (TED talks).
- READ: Selected readings and current events articles.
- COMPLETE: Reflection Papers.
- COMMUNICATE: Online Discussions-required.

## INSTRUCTIONAL METHODS

---

The following learning activities will be utilized in this course.

---

### READINGS

Students will choose a suggested book to read and articles on current events and participate in online question/response discussions.

### ONLINE DISCUSSIONS

Participation in the online discussions is required. The discussion topics are intended to help you gain a better understanding of course material and develop your analytical and communication skills. This component will be evaluated according to the Discussion Evaluation Rubric in this document.

### ASSIGNMENTS

Reflection assignments are intended to provide you with the opportunity to apply what you have learned in a tangible form and are relevant to the online discussions. Refer to the assignments in the weekly content pages for details.

## COMMUNICATION TOOLS

---

**Several forms of communication will be used in this course:**

**E-mail:** used for private communication with your classmates and the course facilitator.

**Discussion Forum:** Used to pose questions to faculty and other students in the class. Weekly summaries, case studies and all postings should be posted in this area.

---

- **ALL students MUST log in on the first day of class.**
- All students must introduce themselves to their classmates!
- Any student who does not log in to the course or consistently does not complete assignments on schedule may be withdrawn from the course at the discretion of the

course instructors.

## ASSIGNMENTS

### Assignments:

There are 3 components to the course:

Current events articles (reflection 1), book selection (discussion and reflection 2), and TED Talk video selection (discussion and reflection 2).

These will be evaluated by **2 written reflections** and **D2L online discussion** evaluation.

1. Each student will select two articles from the last 6 months discussing current events. One article should **relate to Covid-19** and its impact on the social determinants of health. The second article will **relate to health disparities** as they impact the social determinants of health. Articles must be chosen from professional news media sources (e.g. New York Times, Chicago Tribune, Washington Post, Guardian, NPR, Atlantic, Detroit Free Press). Official governmental or scientific journal publications relevant to the subject may be used.

Reflect upon your selections in a written essay. Discuss how COVID-19 is impacting the social determinants of health, and the health disparities revealed in your second article. How are health disparities reflected in and impacted by current events?

2. Students will select a book and a video from the course list below (by Day 1) to discuss online in the discussion forum and reflect upon in a written essay submission. Discuss the book and all the TED talks selected in your group and the impact of social determinants of health that were revealed. Discuss the most thought-provoking points and how these will influence your career as a clinician.

These discussions and reflections align with course objectives 1 and 2.

## REQUIRED RESOURCES

Students will **choose 1 book** from the following list through an emailed signup the week before class, or be assigned. If not available through the below link or the library (limited copies available), students will be expected to obtain the chosen book as a required text. All texts available in print in the Boxer library and area libraries. Please contact the course instructor if the cost is prohibitive.

- Ansell, D. (2019). [The Death Gap: How inequality kills.](#) Unlimited e-copies available at Boxer Library.
- Ansell, D. (2011). [County: Life, Death, and Politics at Chicago's Public Hospital.](#) Unlimited e-copies available at Boxer Library.

- Burke Harris, N. (2019). [The Deepest Well: Healing the long-term effects of childhood adversity.](#) Limited e-copies available at Boxer Library.
- Hanna-Attisha, M. (2018). [What the eyes don't see.](#) Limited e-copies available at Boxer.
- Matthew, D. (2018). [Just Medicine: A cure for racial inequality in American health care.](#) Unlimited e-copies available at Boxer.
- Moss, M (2015). [American Indian Health and nursing.](#) Select chapters. Unlimited e-copies available at Boxer.
- Skloot, R. (2011). [The Immortal Life of Henrietta Lacks.](#) Limited e-copies at Boxer Library; [Digital Library of Illinois \(can apply for a temporary card at WNPL\)](#); Amazon.com has audio/paperback available as well.

**Students, as a group, will view a selection of TED talks:**

TED talk selection: Each student will select one TED talk to inspire one discussion question; each student should view **all** the selected TED talks for their group.

- Roberts, D. Dorothy Roberts: [The problem with race-based medicine.](#) Presented at TEDMED 2015; November 2015.
- Adichie, C. Chimamanda Adichie: [The danger of a single story.](#) Presented at TEDGlobal 2009; July 2009.
- Manchanda, R. Rishi Manchanda: [What makes us get sick? Look upstream.](#) Presented at TEDSalon NY2014; August 2014.
- Onie, R. Rebecca Onie: [What if our healthcare system kept us healthy?.](#) Presented at TEDMED 2012; April 2012.
- Bassett, M. Mary Bassett: [Why your doctor should care about social justice.](#) Presented at TEDMED 2015; November 2015.
- Williams, D. David Williams: [How racism makes us sick.](#) Presented at TEDMED 2016; November 2016.
- Wilkinson, R. Richard Wilkinson: [How economic inequality harms societies.](#) Presented at TEDGlobal 2011; July 2011.
- Burke Harris, N. Nadine Burke Harris: [How childhood trauma affects health across a lifetime.](#) Presented at TEDMED 2014; September 2014. (choose only if not reading the book as part of this course)

**EVALUATION POLICY**

There will be one grade given at the end of the course, either “Pass” or “Fail”. Students must pass each of the TWO individual course components (Assignments-Reflection/Essay and Online Discussion)  
 Students are expected to be professional in all online and written communications. See policy

**GRADES AND RUBRICS**

<p><b>Reflection 1 Grading Rubric: Current Event Articles. Due Sunday 11:59 pm end of Week 1-May 3, 2020.</b></p>	<p>Points</p>

Discuss two current event articles from reputable news sources. (One article must relate to COVID-19)	10 Points
For the article that <b>relates to COVID-19</b> , discuss how COVID-19 is impacting the social determinants of health of the population per your article.	(5 points)
For your second article discuss how your article topic <b>relates to health disparities</b> and on the social determinants of health of the population per your article. How are health disparities impacted by current events?	(5 points)
Identify at least 2 learning points you gained from reading these articles and describe their influence on your social, cultural, or economic consciousness.	5 points
Paper is logical, organized, and well developed including smooth transitions between the introduction, body, and concluding paragraphs.	5 Points
Paper is approximately 500 words with correct spelling, grammar, punctuation, and it was submitted on time using the D2L Dropbox folder.	5 Points
<b>TOTAL</b>	<b>25 Points</b>

<b>Reflection Essay 2 Grading Rubric: Book and Videos. Due Saturday 11:59 pm end of Week 2 - May 9. 2020.</b>	Points
Discuss the book and the selected TED talks and identify the roles of social determinants in health care.	5 Points
Discuss 2 of the most thought-provoking points from the book and 2 from the TED talks and how this will affect your future care as a clinician.	10 points
Paper is logical, organized, and well developed including smooth transitions between the Introduction,  body and concluding paragraphs.	5 Points
Paper is approximately 500 words with correct spelling, grammar,	5

punctuation, and it was submitted on time using the D2L Dropbox folder.	Points
TOTAL	25 Points

No bibliographic references are required.

The first reflection will be due Sunday at 11:59 pm end of week 1; the second reflection will be due Saturday 11:59 pm at the end of week 2.

**Please upload them to the D2L Dropbox.**

**Online discussion participation:** This course includes online discussion participation. Students must pass the discussion group participation components of the course.

Students will be divided into small groups of up to 6 students, with a faculty facilitator. Each group will be responsible for discussing 1 book and 1 set of TED talks each week from the suggested lists. Each student only needs to post one question each week, even if there are fewer than 6 students in the group. Instructors may choose to post additional discussion questions at any time, and all students in that group should respond.

Each student is responsible for submitting and posting a question regarding his/her/their TED talk choice for the first week, and the book for the second week. Each student must respond to other student postings from their own group. See rubric for details on posting requirements. Faculty will oversee these discussions and add comments/clarifications/questions as necessary. Student must read faculty posts as noted in the rubric below.

<b>Weekly Discussion Board Participation Rubric</b>	<b>Points</b>
Discussion Grades will be posted each week for the previous week.	
Students must make an original post by Wednesday 11:59 pm of each week. (See above)	5 points
Students must make substantial replies to two other students' original questions as directed in the schedule.  Additional replies can be also be made to other student's replies, but the graded response must be to original posts.	5 points



Use clear titles for your post. For example: “Book question 1: (question)”	
Responses must be at least 150 words, detailed, and must include supporting evidence from the book and/or video or another peer-reviewed scholarly work. Responses such as “Good point” or “I agree” will not receive any credit.	10 points
Students must read 50% of all posts in each topic. Read 100% of instructor postings listed as "Read" and/or "Read and Respond".	5 points
Total	25 points

**Grading Criteria:** (No curving or other adjustments of the grade will be made)

P:  $\geq 69.5$       F < 69.5

**Late Assignments:** Unless you have prior approval for a late submission (at least a 72 hours notice) or a documented emergency that prevents you from submitting your project/assignment on time, due dates and times will be enforced and late submissions will be penalized at the discretion of the instructor 10% per day late.

## REMEDICATION

- **Eligibility Criteria for Remediation:** At the end of the course, students who have a failing grade in any of the two individual course components (Assignments and Online Discussion) may be offered remediation for the component(s) they have failed.
- **Process for Remediation:** Remediation will be individualized based on the deficits and may include counseling, extra assignments, and advising. The course director will determine the remediation plan in consultation with the RFU Director of Academic Support, CMS Director of Academic Advising and Student Success.
- **Remediation Grading Outcomes:** Following remediation, one final assessment will be administered to determine if the student meets course objectives. The final assessment for students who fail the assignments and online discussion components of the course will be determined by the course director. Successful completion of the assessment will result in a final grade of Pass for the component and an overall grade of Pass (69.50) for the course. Students who do not pass the assessment will receive a final grade of Fail.
- **Maximum number of attempts to remediate:** Students will have one attempt to remediate each course.
- Remediation project will be at the discretion of the course director, and may include an extra reading project and reflection.

ROSALIND FRANKLIN UNIVERSITY *of* MEDICINE AND SCIENCE

*Chicago Medical School - Clinical Sciences*

*Copyright © 2019 Rosalind Franklin University. All rights reserved.*