

## ***Public Health and Social Medicine: A Focus on Disparities***

### **Course Description**

The LACE public health core curriculum titled 'Public Health and Social Medicine: A Focus on Disparities' is vital to exposing our students to a variety of foundational health care topics with a focus on community engagement integrated throughout. Topics include health policy, social determinants of health, ethics, health care systems, medical humanities, and preventive medicine. When linked to the annual LACE Practice Improvement Projects, this core component of the medical school curriculum equips our future physicians and biomedical scientists to understand public health and improve the health of the community.

### **Course Contact**

Brandon Brown-Curriculum Director  
Department of Social Medicine and Population Health  
[brandon.brown@ucr.edu](mailto:brandon.brown@ucr.edu)

Tracy Bereal-Educational Instruction  
(address iLearn questions to Tracy)  
[tracy.bereal@medsch.ucr.edu](mailto:tracy.bereal@medsch.ucr.edu)

### **Learning Objectives<sup>1</sup>**

By the end of this series students will

- 1) Understand the core interdisciplinary approaches to understanding and ameliorating health disparities.
- 2) Analyze how community values and health are present in the clinic and shapes patient's physical health and their communication with physicians.
- 3) Reflect on and evaluate these complex encounters
- 4) Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds

Each segment of the series will have additional learning objectives.

**Any readings will be distributed via iLearn prior to lecture.**

### **Optional Readings for additional information**

1. Milestones in Public Health(available online at [http://www.aspph.org/app/uploads/2014/02/Milestones\\_in\\_Public\\_Health.pdf](http://www.aspph.org/app/uploads/2014/02/Milestones_in_Public_Health.pdf)).  
Description: Accomplishments in public health in the past 100 years
2. Briggs, Charles L. (2003) Stories in the Time of Cholera: Racial Profiling during a Medical Nightmare  
Description: Ethnography by an anthropologist and public health physician on the 1990s cholera outbreak
3. Atul Gewande. (2002) Complications : A Surgeon's Notes on an Imperfect Science  
Description: Written by surgeon Atul Gewande, this book examines the power and limitations of medicine.
4. The Immortal Life of Henrietta Lacks-Rebecca Skloot  
Description: Non-fiction book about Henrietta Lacks and the development of the HeLa cell line
5. Racism: Science & Tools for the Public Health Professional-Chandra Ford  
Description: Racial health equity

---

<sup>1</sup> PCRS Mapped objectives: 1.7, 1.9, 2.5, 3.8, 3.9, 4.1, 4.2, 4.6, 5.3, 5.5, 5.6, 6.3, 6.5, 7.2, 7.3, 8.8

## Grading and Expectations

To pass this course, students will be expected to:

- (1) Attend all 20 lectures across the 2 years (mandatory). Students seen using technology (computers, phones, etc) for outside activities during class will not receive attendance credit;
- (2) Complete the readings prior to each lecture and be prepared to discuss how it relates to your clinical practice (Readings will be on iLearn);
- (3) Participation in the interactive group activities;
- (4) Complete 2 writing assignments. Submit them on iLearn at the end of year 1 (before May 25) and year 2 (before April 2) which ties in the lecture and lab topics to your practice improvement projects. An additional description is below;
- (5) Submit a health disparities blog entry (during year 1) on iLearn AND at one of the following links (or another that you identify) which publish med student writings:
  - a. <http://www.themspress.org/blog/>. An example: <http://www.themspress.org/blog/guide-to-hpv-vaccination/>
  - b. <http://in-training.org/>. An example: <http://in-training.org/open-letter-medical-community-black-america-trust-health-outcomes-9593>
  - c. <http://blogs.bmj.com/>. An example: <http://blogs.bmj.com/bmj/2015/03/05/alvin-chan-chances-are-youre-not-sensitive-to-gluten/>
  - d. <http://aspiringdocsdiaries.org/>. An example: <http://aspiringdocsdiaries.org/the-bravery-bell/>
  - e. The UCR SOM Scope: <http://medschoolstudentaffairs.ucr.edu/activities.html#scope>
  - f. <http://medschoolstudentaffairs.ucr.edu/activities.html#scope>
  - g. <http://blogs.plos.org/speakingofmedicine/author-guidelines/>
  - h. <http://themspress.org/the-journal.html>
  - i. <http://blogs.plos.org/publichealth/about-this-blog>
  - j. <http://blogs.plos.org/scicomm/sample-page/>

Please be sure to share your blog entry with Brandon and Tracy if published.

- (6) Adhere to the student conduct policy in the student handbook, including respecting presenters and classmates. Those who do not adhere to these standards will receive a professionalism write up.

## Final Writing Assignment

At the end of Years 1 and 2, you will write a 2-3 page double spaced essay (1 inch margins 12 point font) that illustrates how course material (lectures, readings, discussions) have informed your clinical or biomedical encounters. For this assignment, your task is to think about your clinical encounters with patients, staff members, peers, and care provider at your LACE sites and consider how knowledge learned throughout the year has played into and informed your clinical encounters and experiences. To successfully complete this task you will need to critically engage with course material, especially the required readings, to analyze and interpret how themes presented throughout the year have played out in your clinical encounters and your interpretation of those experiences. For instance, in Year 1 you may consider how access to healthcare through the Affordable Care Act influenced your experience treating economically disadvantaged patients. In Year 2 you may reflect on patients' illness narratives reflecting on how socio-cultural backgrounds, values, and knowledge of structural competency influenced your interactions with diverse patients. These are merely examples to help think through the purpose of the essay. These assignments (1 each year of the course) will be graded as pass/fail. To obtain a passing grade you must adhere to the following requirements:

- Refer to at least one lecture theme in your essay. However, you can refer to as many relevant themes as you like. Year 1 lecture themes include: health disparities and determinants of health, ethics in public health and medicine, healthcare systems, and social determinants of health. Year 2 lecture themes include: medical humanities and preventative medicine.
- Cite and include in the reference list at least four readings

When writing your essay, please provide headings to organize your paper and format in-text citations (e.g. Brown, 2012) and include a full reference list at the end. References do not count towards the page requirement. No title page is required but if you use one, it will not count towards the page limit.

## MS1

### **Section: Course introduction**

*Lead (Brandon Brown)*

Description: This lecture will orient students to how students might think of health disparities and social determinants of health in a medical practice. We will do an exercise related to screening for social determinant in a clinical setting. It will also introduce students to the major public health issues in Riverside. Topics will include:

- Predictors of overall health for the US population
- Factors contributing to health disparities
- Approaches to screening for health disparities in your practice
- How to think about and address health disparities as a clinician

Aug 17, 2020  
10-11:20am

**Topic: Introduction to Social Determinants and Health Disparities**  
Speaker-Michael Nduati

Sept 3, 2020  
9-10:20am

**Topic: Public health and data from Riverside County**  
Speaker-Aaron Gardner

### **Section: Ethics in public health and medicine**

*Lead (Brandon Brown)*

This section will review the topic of ethics as it relates to the practice of public health and medicine, including an overview of public health ethics, historic violations, professionalism, human subjects protection, and current/future controversies in public health and medicine. We will also discuss issues related to the Affordable Care Act and patient care. Topics will include:

- Overview of public health, landmark failures
- Historic ethical violations and the impact on patient trust
- Ethics and professionalism
- Human subjects protection in research
- Current and future ethical issues in medicine
- The Affordable Care Act

Oct 19, 2020  
10:30-11:50pm

**Topic: Ethical Controversies**  
Speaker-Brandon Brown

Nov 5, 2020  
10:30-11:50am

**Topic: Human Subjects Protection and IRB**  
Speaker-UCR IRB Members

Jan 14, 2021  
9:30-10:50am

**Topic: Ethics and Professionalism**  
Speaker-Scott Allen

Jan 28, 2021  
9-10:30am

**Topic: The Affordable Care Act**  
Speaker-Herb Schultz

### **Section: Social determinants of health**

*Lead (Ann Cheney)*

This lecture series will provide students with a deeper understanding of the social context of health, highlighting how social and economic factors shape health and well-being. The lectures will pay special attention to the processes, structures of power, and unequal social relationships that contribute to poor health among racial/ethnic minorities, women, and economically disadvantaged populations.

Topic areas:

- Social class, education, and income in health and mortality
- Race/ethnicity: stigma and discrimination in health
- Social and cultural processes in health
- LGBT health

<u>Mar 25, 2021</u> 11-12:20pm	<b>Topic: Social Medicine</b> Speaker-Ann Cheney
<u>Apr 9, 2021</u> 10-11:20am	<b>Topic: Culture and Gender Inequality in Health</b> Speaker-Ann Cheney
<u>May 7, 2021</u> 1-2:20pm	<b>Topic: LGBT Health</b> Speakers- Antonia D'orsay
<u>May 20, 2021</u> 12:30-1:50pm	<b>Topic: Structural Competency</b> Speaker-Ann Cheney

**Section: Medical humanities***Lead (Juliet McMullin)*

The conceptual basis for the medical humanities lectures are centered on enhancing knowledge and practices that; 1) understand the medical encounter as occurring in intersecting, and at times contradictory, sociocultural, economic, political, and historical contexts 2) recognize patient as an individual with his or her own unique perspectives, values, preferences, and life goals, and 3) examine narrative; illness narratives, stories, literature, movies, and other modes of expression for understanding the subjective experience of illness. Topics will include:

- structural competency vs cultural competency and cultural humility
- local narratives and health inequalities - ethnographic contexts, upstream factors
- social justice and medical humanities

<u>Aug 25, 2020</u> 1-2:20pm	<b>Topic: Survey of Medical and Health Humanities</b> Speaker-Juliet McMullin
<u>Sept 9, 2020</u> 1-2:20pm	<b>Topic: Cultural Humility</b> Speaker-Emma Simmons
<u>Sept 22, 2020</u> 10:30-11:50am	<b>Topic: Death, Dying, and Dignity Care</b> Speaker: Krysten Pellecchia
<u>Nov 6, 2020</u> 8:30-9:50am	<b>Topic: Disability and Narrative</b> Speaker: Emily Rapp Black

**Section: Preventive medicine***Lead (Andrew Subica)*

This series will review the fundamentals of preventive medicine, which is medical discipline focused toward protecting, promoting, and maintaining health and wellbeing to prevent disease, disability, and death. The lectures will cover the importance of working with patients to prevent chronic, lifespan shortening conditions such as obesity, metabolic syndrome, diabetes, and cerebrovascular disease, and present non-Western perspectives on conceptualizing disease that prioritize wellness and discuss strategies for modulating chronic stress in patients. We will also explore approaches to engaging patients in care to increase adherence to treatment. Specific topics are:

- Preventing disease and enhancing patient wellness.
- Principles for improving clinician-patient interaction.
- Principles for increasing patient adherence to treatment.
- Non-Western medical models and approaches.
- Wellness and stress reduction tools.

<u>Nov 16, 2020</u> 1-2:20pm	<b>Topic: Importance of Prevention and Wellness in Reducing Disease</b> Speaker-Andy Subica
<u>Dec 8, 2020</u> 1-2:20pm	<b>Topic: Eastern Medicine</b> Speaker-Andy Subica

<u>Feb 8, 2021</u> 10-11:20am	<b>Topic: Clinician-Patient Interaction and Patient Adherence</b> Speaker-Leslie Martin
<b><u>Section: Tying it all together</u></b> Lead (Brandon Brown)  In this section we will discuss strategies that we can use to implement the knowledge we have learned in this course into your clinical practice. Clinicians and researchers practicing in public and community health will present their work and experiences.	
<u>Feb 18, 2021</u> 9:30-10:50am	<b>Topic: Housing and Health</b> Speaker-Priya Batra
<u>Mar 12, 2021</u> 1-2:20pm	<b>Topic: Coachella Valley Services and Health Status</b> Speaker-Jenna LeComte Hinely