

Creighton University School of Medicine - Course Catalog - 2019-2020

Inter-departmental Courses: IDC-IDC482 - Minority Health Disparities: Issues and Strategies (OMA)	
Elective/Selective	Elective
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	<p>Understand and describe how culture creates differences in disease explanations School Objectives SBK2</p> <p>Identify and describe the distribution of health inequalities and their contributing factors across population groups and disease outcomes School Objectives SBK2</p> <p>Investigate interactions among culture, class, demographics, and health care providers School Objectives SBK1 SBK2</p> <p>Explore strengths of different populations to improve health School Objectives SBK3</p> <p>Describe and critique current medical care, and social interactions of the chosen group School Objectives SBK1 SBK3</p>
Clinical/Non-Clinical	Non-Clinical
Course Director	Sade Kosoko-Lasaki, MD, MSPH, MBA Professor of Ophthalmology, Preventive Medicine and Public Health
Contact person and contact information	Phebe Mercado Jungman Email: PhebeJungman@creighton.edu Phone: 402-280-3925 Health Sciences Multicultural and Community Affairs 2500 California Plaza Hixson-Lied Science Bldg, Room G13 Omaha, NE 68178 Fax: 402-280-4030
Length of Course	2 weeks

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Frequency of Presentation	Continuously
Maximum Number of Students	6
First Day Instructions	Where to go: HS-MACA, Hixson-Lied Science Building, G13 When to be there: Call Phebe Jungman 402-280-2124 for appointment Who to meet: Dr. Kosoko-Lasaki What to bring: N/A
Course Goal	Students will have the opportunity, through independent inquiry of a racial group other than their own, to investigate: * Who is experiencing the health disparity? * What is the nature of the disparity? * Why is the disparity occurring? * How can the disparity be effectively reduced?
Course Objectives	SYSTEMS BASED PRACTICE * Understand and describe how culture creates differences in disease explanations * Identify and describe the distribution of health inequalities and their contributing factors across population groups and disease outcomes * Investigate interactions among culture, class, demographics, and health care providers * Explore strengths of different populations to improve health * Describe and critique current medical care, and social interactions of the chosen group
Course Description	This course explores cultural diversity and health disparities globally and locally. Through a cultural self-assessment, students explore how their own culture influences their worldview. Selected components of complex cultural environments that relate to health disparities will be analyzed. Students will examine existing health disparities, systems and potential solutions. This course recognizes cultural competency as a basic requirement of any health care system and its constituents. Students will determine the importance of responding respectfully to and preserving the dignity of people of all cultures both within and outside of health and social systems.
Learning Activities (Learning Activities, Conferences, Schedule)	REQUIRED PAPER: Meet with course director to discuss assignments/progress. Interview practitioners, representatives of different racial groups in the community. Author a 6-8 page paper on the subject. Present the paper / research at a disparity related forum such as Common Ground or other Health Disparity program before graduation from medical school.
Student Evaluation (Formative & Summative)	Formative: Verbal discussions at the beginning of the course and at the end of the course. Summative: The course director will complete an evaluation report on the research project.
Course Grade	Satisfactory/unsatisfactory only. Honors is not awarded for this

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Course Grade cont.	elective.
Grading Policy	<p>Final Elective grades are Satisfactory (SA), or Unsatisfactory (UN): Satisfactory (SA) The student completes all Elective requirements in a satisfactory manner as defined by the Elective syllabus.</p> <p>Unsatisfactory (UN) The student fails to meet the minimum requirements for an elective as defined in the syllabus or attains an overall elective average less than 65%, or attains an overall elective average of 70% AND has previously received a grade of UN and/or a temporary grade of I (i.e., the student had a final Elective average between 65-70%) in two or more electives in that Component.</p> <p>Incomplete (I) A student may temporarily receive a grade of Incomplete (I) if he/she: * has been granted an extension to complete elective requirements (e.g., OSCE, H&Ps, written assignments, etc.) The grade of Incomplete (I) is changed to Satisfactory (SA) when the student satisfactorily completes all required work, including makeup examinations (if applicable for the Elective), or elective within the time granted for the extension. If the student has not completed the required work in a satisfactory manner within the time granted (in no case later than one year after the completion of the original Elective), the Incomplete (I) is changed to Unsatisfactory (UN).</p>
Student Evaluation of Elective/Selective and Faculty	All students enrolled in this elective will have an online opportunity to evaluate the Elective and Elective faculty after the elective ends.
Textbooks	* Cultural Proficiency in Addressing Health Disparities (provided) *Center for Promoting Health and Health Equity Website *Additional reports and/or articles may be supplied
SOM policy	<p>Attendance Policy:</p> <p>A. Mandatory Activities Regular attendance at all curricular activities is expected. Attendance at certain designated activities is MANDATORY. These include: * orientation and general class meetings organized by the Office of Student Affairs, Office of Medical Education, or Departments. * examinations and quizzes * small group sessions. * clinically related activities, including, but not limited to, Interviewing and Physical Exam sessions and Neuroscience Grand Rounds in Component I, longitudinal clinic in Component II, and clinical rotations in Components III and IV. * sessions of the Dimensions of Clinical Medicine course in Component III * activities at the Clinical Assessment Center. * any other activity designated as mandatory.</p> <p>B. Absence from a Mandatory Activity A student who will be unavoidably absent from a mandatory activity must receive written permission in advance.</p> <p>Component III: The student must first complete an Absence Request Form, which is available from the Office of Student Affairs web site, and submit it to the Clerkship Director. Upon initial approval by the Clerkship Director, the Clerkship Director will submit the request to</p>

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SOM policy cont.	<p>the Component Director to determine whether the absence will be excused and, if appropriate, the manner in which the absence will be made up by the student. The Component Director will notify the student and submit the Absence Request Form to the Associate Dean for Student Affairs for placement in the student's academic file.</p> <p>Component IV: The student must first complete the Absence Request Form, which is available from the Office of Student Affairs web site, and submit it to the Elective Course Director for approval. The Elective Course Director will determine whether the absence will be excused and, if appropriate, the manner in which the absence will be made up by the student. The form will then be submitted to the Associate Dean for Student Affairs for placement in the student's academic file.</p> <p>Rescheduling of an examination requires prior arrangements with the Component Director or the Associate Dean for Student Affairs. Excessive requests will be denied.</p> <p>Students are responsible for ALL missed work, regardless of the reason for the absence. Absence without permission may result in failure of the course or clerkship as well as referral to the Advancement Committee for unprofessional behavior.</p> <p>C. Absence from a Mandatory Activity Due to Illness</p> <p>In the case of acute illness, trauma, or an emergency in which advance completion of a Student Absence Request Form is not practical, a student must phone or email the Curriculum Coordinator or Component Director as soon as practical. In components III and IV, the student must also ensure that the attending physician is aware of the illness.</p> <p>A student who misses an activity due to an illness must complete a Student Absence Request Form upon his/her return, and present a doctor's note that explains the absence. Failure to verify the illness may result in course failure, disciplinary action for unprofessional behavior, and/or failure of advancement.</p> <p>The student is responsible for ALL missed work, regardless of the reason for the absence. The course director or attending physician will determine the arrangements (assignment or alternative activity) that the student must complete to make up the missed activity. If an examination has been missed, the student will be expected to take a make-up exam at the earliest possible time following his/her return.</p> <p>Policy and Procedures Governing the Evaluation, Grading and Promotion of Students: Please see School of Medicine Student Handbook at: http://medschool.creighton.edu/medicine/admin/staffairs/policies/index.php For the following policies that apply to evaluation, grading and the promotion of students:</p> <ul style="list-style-type: none"> - Academic Standards Examinations, Grading, Grade Grievances, Unsatisfactory Academic Performance, Advancement, Graduation Requirements. - Review of Academic and Professional Performance Advancement, Ongoing Review of Academic Status, Review of Professional Conduct, Review of Advancement Committee Decision.
SOM Institutional Objectives - EXAMPLE	<p>PATIENT CARE</p> <ul style="list-style-type: none"> - Conduct an organized medical interview and obtain a pertinent medical history. - Identify biopsychosocial needs of the patient. - Perform an appropriate comprehensive physical examination. - Present information verbally in a concise, complete and organized

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<p>SOM Institutional Objectives - EXAMPLE cont.</p>	<p>manner.</p> <ul style="list-style-type: none"> - Record information in a concise, complete and organized manner. - Develop a differential diagnosis for each patient seen. - Demonstrate effective clinical reasoning and judgment to determine an accurate diagnosis. - Develop an appropriate treatment plan for each patient seen. - Perform health maintenance exams. <p>MEDICAL KNOWLEDGE</p> <ul style="list-style-type: none"> - Describe the normal structure and function of the human body at the whole body, organ, cellular, and molecular levels. - Describe the pathophysiology, signs, symptoms, risk factors, diagnostic tests, and treatment of common illnesses. - Describe the current evidence-based clinical practice guidelines for treatment of common illnesses. - Describe the current evidence-based preventive health care strategies and recommendations. <p>PRACTICE-BASED LEARNING AND IMPROVEMENT</p> <ul style="list-style-type: none"> - Demonstrate the ability to critically assess the medical literature and the research methods used to investigate the management of health problems. <p>INTERPERSONAL AND COMMUNICATION SKILLS</p> <ul style="list-style-type: none"> - Counsel and educate patients regarding their illness and treatment plans in an effective, concise and understandable manner. - Communicate effectively with all members of the healthcare team. <p>PROFESSIONALISM</p> <ul style="list-style-type: none"> - Actively participate on rounds, clinic sessions, small group sessions and labs. - Demonstrate punctuality and availability for all duties and professional obligations. - Demonstrate honesty and integrity with all student responsibilities. - Demonstrate compassion and empathy in the care of patients. - Demonstrate respect, sensitivity, and responsiveness to diversity of culture, age, gender, sexual orientation and disability. - Identify and propose solutions to moral, ethical and legal problems in medical practice. <p>SYSTEM-BASED KNOWLEDGE</p> <ul style="list-style-type: none"> - Use a team approach to provide comprehensive care. - Organize patient care plans that incorporate referrals to other healthcare providers and/or community agencies and resources. - Demonstrate an awareness of the relative cost benefit of different therapeutic options.
Campus	Omaha (OMA)
Student Level	M4
Course Director's email	skosoko@creighton.edu