**American Medical Student Association**

**AMSA Academy**

**Health Equity Scholars Program**

2016-2017

**Mondays, 8PM – 10PM EDT/EST**

**Course Director:** Shyama Appareddy, ETSU Quillen College of Medicine

**Vice Director:** Marvin So, Emory School of Medicine

**Course E-mail:** hesp@amsa.org

**Grading:** Pass/Fail (see below for Completion Requirements)

**I. Course Description**

From race to class to gender to sexuality to disability status to documentation status, and so much more, we all have identities. Some endow with privilege, while others can leave us vulnerable to oppression. As future physicians, we hold responsibility for not only treating illness and injury, but also for supporting our patients in striving for the highest level of health possible. This goal can only be achieved equitably by examining the unique barriers facing health disparate populations, and by eliminating structural violence and systemic bias in medicine. Through this program, scholars will develop upon the critical insight necessary in identifying, analyzing, and addressing health disparities.

The Health Equity Scholars Program is designed to offer something new and valuable to all participants, whether you are new to the topic or are an experienced scholar in the field of health equity seeking continual education. While our time together is limited, this introductory course will survey a wide range of topics pertaining to health equity. The course directors plan to invite lecturers to speak on topics including social medicine; socio-contextual determinants of health; intersectionality; racial and ethnic disparities in health; LGBTQ+ health; housing, homelessness and displacement; and disability and ableism. We are excited to connect like-minded medical students in discussion and advocacy for this important and critical area of social medicine.

**II. Course Objectives**

The following course objectives are guided by best practices in teaching about racial and ethnic disparities in healthcare.[1]

By the end of this Scholars Program, scholars will be able to:

* Examine and understand attitudes (e.g., subconscious bias, mistrust, stereotyping) that both providers and patients may bring to patient encounters.
* Understand the prevalence, severity, and multifactorial causes of health disparities, as well as evidence-based strategies to address them.
* Assess the key social factors (including racial/ethnic identity, culture, socioeconomic status, gender, residential segregation, etc.) in which they currently or plan to practice, and how these factors might influence both care and opportunities for health behavior.
* Apply course concepts in future work as a medical trainee and, ultimately, medical provider.

**III. Format and Procedures**

This is a distance-based, collaborative course that will take place over eight 1.5 - 2 hour sessions on a bimonthly basis. The course will largely be conducted via webinar using an online-based web conference platform. You will need access to either a phone or a computer equipped with audio. Most sessions will be structured as follows:

* Course Directors welcoming participants, providing logistical and course updates, and checking-in on the class;
* An expert guest speaker will present their unique perspective on the topic at hand, and
* We will close with an opportunity for discussion. Prior to the class, Course Directors will share the speaker’s bio as well as any relevant readings (when applicable).

Scholars in this program must be able to dedicate approximately four hours a month to the Scholars Program. This commitment will consist of the webinars, subsequent review of supplemental materials such as articles and videos, and work on the final project.

Scholars will need to be able to access the following web-based technology:

* Moodle: An online platform that will be used to conduct each session. Course Directors will email the class instructions on accessing Moodle prior to the first class.
* Google Drive: Google’s easy-to-use platform for sharing and editing documents. You automatically have access to Google Drive if you have a Google (Gmail) account. All course documents will be stored in a Google Drive folder that will be shared prior to the start of class, and updated continuously.<http://bit.ly/29xaSjK>
* An online platform for class discussion will be determined and shared with the class.

***Course Credit***

* Scholars may be able to receive elective credit from their home institution for this course. While AMSA unfortunately cannot grant elective credit at this time, we are happy to support you with documentation that will aid you as you seek elective credit.
* Each scholar that completes the requirements outlined in Section V below will be provided an official Certificate of Completion.

**IV. Expectations of Scholars**

Scholars are expected to:

* Attend at least six out of eight sessions (see “Completion Requirements for Certification” below).
* Actively participate in each session.
  + We understand that not everyone feels comfortable sharing their thoughts or questions during class. In an effort to be accommodating of different personality and learning styles, we are defining “active participation” broadly. This could constitute active comments/questions to the speaker during bimonthly calls; questions/reactions to readings on class forums; sharing follow-up thoughts/resources to the class via email; or other means to demonstrate engagement with course content. Please contact the Course Directors if you have any concerns or questions about this and we will do our part to give you a sense of your degree of participation.
* Complete a Final Scholar Project as discussed below in Section V.
* Complete evaluation questionnaires provided by Course Directors.
* Notify the course directors if they are unable to complete the activities associated with each webinar or are unable to attend a webinar.
* Treat speakers, course directors, and other scholars with respect, humility, and possess an open mind.

**V. Completion Requirements for Certification**

* Class attendance
  + *Domestic Students & International Students in the Caribbean and Americas:*
    - Must attend 80% of webinars (i.e., six classes)
    - Can watch **up to two** recorded webinars and complete a reflection of the webinar to obtain make-up credit for attendance
    - Complete quizzes prior to and following each webinar
  + *International Students in Europe, Asia, Africa, and Australia*
    - Must watch 80% of recorded webinars within 48 hours of the original session
    - Submit a SHORT reflection of the webinar to the Course Directors within 72 hours of the original session
    - Complete quizzes prior to and following each webinar
* Final Project
  + Each scholar is expected to conceptualize and develop a Final Project – a summative capstone for the Scholars Program -with guidance from Course Directors and the whole class. The goal of the final project is to allow scholars to synthesize a topic pertinent to health equity and develop an applied project, whether it be a lecture given at the scholars’ home institution, a podcast reflecting on a recent topic pertaining to health equity, or other format.
  + Course Directors will provide more information during the Scholars Program itself, and a thorough description of the Final Project (including expectations, timeline, project options, and examples) is available in the shared Google Drive: <http://bit.ly/29vAU5N>

**VI. Inclusivity Statement**

We understand that our members represent a rich variety of backgrounds and perspectives. The American Medical Student Association (AMSA) Academy is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

* Share their unique experiences, values and beliefs.
* Be open to the views of others.
* Honor the uniqueness of their colleagues.
* Appreciate the opportunity that we have to learn from each other in this community.
* Value each other’s opinions and communicate in a respectful manner.
* Keep confidential discussions that the community has of a personal (or professional) nature.
* Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and within the AMSA community.

**VII. Course Schedule**

Schedule subject to change per speakers’ needs/availability, as well as holidays. Course Directors will provide more details on class assignments.

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| **Date** | **Topic** | **Class Assignment** |
| **Oct 10th, 2016** | Introduction to Health Equity *and* Social Determinants of Health | **--** |
| **Oct 24th, 2016** | Racial/Ethnic Disparities in Health | * Readings/Forum Questions |
| **Nov 14th, 2016** | Sexual Orientation and Minority Health | * Submit 2-3 final project ideas to Course Directors * Readings/Forum Questions |
| **Nov 28th, 2016** | Disability and Health Disparities | * Readings/Forum Questions |
| **Jan 9th, 2017** | Gender Disparities in Health | * Submit Final Project Outline to Course Directors * Readings/Forum Questions |
| **Jan 23rd, 2017** | Homelessness and Healthcare: A Neglected Disparity Population | * Readings/Forum Questions |
| **Feb 13th, 2017** | Single Payer Healthcare and Health Equity | * Prepare 5-7 Minute Final Scholar Presentation * Readings/Forum Questions |
| **Feb 23-26, 2017** | ***AMSA National Convention in Washington, D.C.*** |  |
| **Feb 27th, 2017** | Behavioral Health Equity *and* Final Presentations | * Following feedback from class, strengthen final project paper and submit to Course Directors * Readings/Forum Questions |

**VIII. Other Resources**

For further information, we have put together a few links on health equity and health disparities. As the course progresses we will share more, and welcome any from students as well!

* AMSA’s Race, Ethnicity & Culture in Health Action Committee:<http://www.amsa.org/about/national-leadership/reach-leadership/>
* Healthy People 2020:<https://www.healthypeople.gov/>
* CDC’s Social Determinants of Health Website:<http://www.cdc.gov/socialdeterminants/>
* Robert Wood Johnson Foundations’ A New Way to Talk About the Social Determinants of Health:<http://www.rwjf.org/content/dam/farm/reports/reports/2010/rwjf63023>
* CDC Director Dr. Tom Frieden’s Health Impact Pyramid:<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2836340/>
* Unnatural Causes Movie Series:<http://www.unnaturalcauses.org/resources.php>
* Prevention Institute’s Health Equity and Prevention Resources: http://www.preventioninstitute.org/tools/focus-area-tools/health-equity-toolkit/6-health-equity-and-prevention-resources.html

[1] Smith, W. R., Betancourt, J. R., Wynia, M. K., Bussey-Jones, J., Stone, V. E., Phillips, C. O., ... & Bowles, J. (2007). Recommendations for teaching about racial and ethnic disparities in health and health care. Annals of Internal Medicine, 147(9), 654-665.