

Health Disparities Curriculum

Corresponding School Enabling Competencies

PC1. Obtain an accurate, age-appropriate medical history.

PC2. Demonstrate proper technique in performing both a complete and a symptom-focused examination, addressing issues of patient modesty and comfort.

PC6. Apply the principles of pharmacology, therapeutics, and therapeutic decision-making to develop a management plan.

PC9. Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.

MK4. Identify the proximate and ultimate factors that contribute to the development of disease and illness, and that contribute to health status within and across populations regionally, nationally, and globally.

MK7. Recognize the medical consequences of common societal problems.

IC1. Communicate effectively in oral format with patients and patients' families.

SHS1. Describe various approaches to the organization, financing, and delivery of health care in the United States and other countries and the role of physicians in developing and implementing health policy.

SHS2. Identify disparities across populations in North Carolina and nationally and discuss physician roles in reducing these disparities.

SHS3. Identify common ways that physicians can advocate for patients and communities.

SHS4. Identify factors that place populations at risk for disease or injury and select appropriate strategies for risk reduction.

SHS9. Identify necessary elements for coordinated care of patients with complex and chronic diseases.

SHS10. Demonstrate an ability to integrate group level clinical data (registries) into the care of patient and populations.

Foundation Phase

Course	Topics, Enabling Competencies & Learning Objectives	Assessment
Social & Health Systems 1	<p>Culture and the Experience of Illness (small group) (PC9, SHS2)</p> <ul style="list-style-type: none"> Demonstrate knowledge of and analyze the ways in which social and cultural contexts affect disease, experiences of illness, and roles of physicians. Discuss the role of the physician in classifying and treating disabilities and the implications these medical labels have. 	<p>Personal Illness Narrative Home Visit Written Assignment</p>

	<p>Race, Ethnicity and the Biocultural (small group) (PC9, SHS4)</p> <ul style="list-style-type: none"> • Identify ways that race and ethnicity impact health, disease, and roles of physicians. • Identify the common risk factors that impact health status, including socio-economics, education, race, ethnicity, sexuality, gender expression, cultural norms. 	
	<p>Socioeconomic Inequalities and Health (small group) (PC9, MK4, SHS3, SHS9)</p> <ul style="list-style-type: none"> • Identify social conditions and experiences that influence health status, health risk, and exposure to risk. • Discuss physicians' roles in public engagement, including witnessing socioeconomic determinants, advocacy, and improving community elements that affect health. • Discuss the socio-economic, cultural, and physical barriers to coordinated care from the perspective of patients and families. 	
	<p>Session: Patient Home Visit (small group) (SHS2, IC1)</p> <ul style="list-style-type: none"> • Demonstrate knowledge of and analyze the ways in which social, economic, environmental, and cultural contexts affect disease, experiences of illness, access to care, and roles of physicians. 	<p>Patient Home Visit Narrative and Analysis (summative)</p>
<p>Medical Science 1</p>	<p>Clinical Epidemiology Sessions (total of 4 sessions) (small group) (MK4, SHS10)</p> <ul style="list-style-type: none"> • Identify the role clinical epidemiology plays in studying the determinants and effects of clinical decisions. • Understand how epidemiology analyzes the distribution and causes of disease in populations. • Describe the various tools of clinical epidemiology utilized in making predictions about individual patients. <p>Immunology Session: (MK4, SHS2, SHS4)</p> <ul style="list-style-type: none"> • Identify factors including malnutrition, ageing, lack of appropriate immunizations, and presence of primary or acquired immune deficiency that place populations at increased risk of sequelae of altered immunity. • Know the means to correct or modify risk factors to improve immune function across populations. <p>Immunology Session: (MK4, SHS4)</p> <ul style="list-style-type: none"> • Explain how factors such as malnutrition, ageing, use of vaccines, and general health status affect the function of the immune system and impact health status of populations. 	<p>Multiple choice exams (summative) Quiz (formative)</p>

	<p>Cardiology Session: Hypertension, Dyslipidemia and Cardiovascular Risk (small group) (MK4, MK7, SHS4)</p> <ul style="list-style-type: none"> • Discuss the behaviors and factors that contribute to cardiovascular disease. • Recognize the clinical presentations of essential and secondary hypertension • Explain the physiologic factors that regulate blood pressure • Conduct an appropriate initial work-up for causes of secondary hypertension • Make decisions about initiation of lipid-regulating medications based on cardiovascular risk <p>Cardiology Session: Nutrition in Cardiovascular Disease (MK4, MK7, SHS4)</p> <ul style="list-style-type: none"> • Identify nutrition recommendations related to cardiovascular disease risk: <ul style="list-style-type: none"> • Dyslipidemia • Hypertension • Co-occurring diabetes • Apply nutrient and food-based recommendations. 	
Patient Centered Care 2	<p>Session: Social History (small group) (PC1, MK4, MK7, IC1, SHS2, SHS4)</p> <ul style="list-style-type: none"> • Discuss social factors that can affect health and health care. • Describe how awareness of such social factors impacts patient comfort, differential considerations, and efficacy of health care delivery. • Identify the skills necessary to elicit social history information from a patient. • Discuss how ignoring social determinants of health has led to health disparity and poorer health outcomes in specific populations. 	Clinical Skills Encounter
Social and Health Systems 2	<p>Session: Health Care Reform and The Uninsured (SHS1, SHS2, MK4)</p> <ul style="list-style-type: none"> • Discuss why so many Americans lack health insurance, who the uninsured are, the medical and financial consequences of not having (adequate) coverage, and the rising costs of medical care. • Discuss the U.S. health insurance (non)system, the uninsured population in North Carolina and beyond, and the current debate over the Affordable Care Act and health reform. <p>Session Boundaries: Politics, Markets, and Missions of Medicine (SHS3)</p> <ul style="list-style-type: none"> • Discuss physicians' roles in public engagement, including witnessing socioeconomic determinants, advocacy, and improving community elements that affect health. 	Health Care Reform Exercise (summative) Ethics Essay (summative)
Medical Science 2	<p>Clinical Epidemiology Sessions (total of 4 sessions) (MK4, SHS10)</p> <ul style="list-style-type: none"> • Identify the role clinical epidemiology plays in studying the determinants and effects of clinical decisions. 	Multiple choice exams (summative) Quiz (formative)

	<ul style="list-style-type: none"> • Understand how epidemiology analyzes the distribution and causes of disease in populations. <p>Respiratory Session: Lung Disease and Risk Factors (large group) (MK4)</p> <ul style="list-style-type: none"> • Describe the impact of environmental exposures on development of lung disease. • Examine conditions and behaviors impacting populations leading to prevention or development of lung disease. • Discuss the epidemiology of lung disease. • Identify links between asthma and nutrition (obesity, fiber, n-3 fatty acids, vitamin D) • Analyze interactions between obesity, metabolic syndrome and obstructive sleep apnea • Identify lessons learned from 30 years of nutrition and lung cancer research <p>Renal Session: Pathology of Glomerular Disease (large group) (SHS4, MK7)</p> <ul style="list-style-type: none"> • Analyze the development of chronic kidney disease and determine the risk factors. Address risk reduction strategies including diabetes and hypertension management. • Discuss the role of factors such as diabetes and hypertension in the development of chronic kidney disease. 	
<p>Medical Science 3</p>	<p>Clinical Epidemiology Sessions (total of 4 sessions) (MK4, SHS10)</p> <ul style="list-style-type: none"> • Identify the role clinical epidemiology plays in studying the determinants and effects of clinical decisions. • Understand how epidemiology analyzes the distribution and causes of disease in populations. • Describe the various tools of clinical epidemiology utilized in making predictions about individual patients. <p>Endocrinology Session: Pathophysiology and Diagnosis of Diabetes Types I and II (large group) (MK4, MK7)</p> <ul style="list-style-type: none"> • Recognize and discuss social conditions, behaviors, and genetic/hormonal factors that predispose patients to diabetes and obesity. • Describe and contrast the pathogenesis, clinical presentation, natural history, and treatment of type 1 and type 2 diabetes mellitus. • State the current screening and diagnostic criteria for diabetes mellitus and high risk states for diabetes. 	<p>Multiple choice exams (summative) Quiz (formative)</p>

Application Phase

Course	Topics, Enabling Competencies & Learning Objectives	Assessments
<p>Social & Health Systems 4</p>	<p>Session: Health Disparities (MK4, MK7, SHS2, SHS4)</p> <ul style="list-style-type: none"> Describe the epidemiology of health disparities in the United States. Explain the underlying causes for health disparities. Implement strategies for reducing health disparities in the healthcare system. Discuss the impact of implicit bias. 	<p>Attendance / Participation (formative and summative) Rice Reflection for session (formative) Narrative Assessment (summative)</p>
	<p>Session: Global Impacts on Health at Home (MK4, SHS4)</p> <ul style="list-style-type: none"> To reflect and envision what being a “globally minded” physician means. Describe the potential impact of global travel on the health of individuals and transitions in infectious disease (particularly emerging diseases) due to travel on the health of populations. Identify best practices in the care of immigrant patients and populations in the US, including culturally sensitive care across cultural and language differences. Identify best practices and ethical issues involved in being physicians with a “global state of mind.” 	
<p>Community Based Longitudinal Care Course</p>	<p>Session: Social Determinants of Health (MK4, MK7, SHS2, SHS3, SHS4) Identify social determinants of health affecting patients and explain how community organizations can partner with healthcare professionals to reduce barriers to health. Subtopics covered include:</p> <ul style="list-style-type: none"> Introduction to Population Health Housing Built Environment Education Disparities Environmental Health Social Networks Disparities in Maternal & Infant Health Access to Care Food Insecurity Transportation <p>Daily Clinical Work (clinical) (PC6, MK4, MK7, SHS2, SHS3, SHS4)</p> <ul style="list-style-type: none"> Describe the determinants of disease and health for major clinical situations prevalent in North Carolina including regional variation. 	<p>Module Completion Social Determinants of Health Assignment Common Assessment Form</p>

	<ul style="list-style-type: none"> • Integrate knowledge of social conditions and behaviors that predispose patients to disease and decreased function into the management plan for adults and children in outpatient settings. • Describe the impact on health of life experiences, poverty, education, race, gender, culture, crime, and the health care system. • Recognize the contribution of social conditions and problems to the health and disease outcomes of patients. • Identify diseases and conditions in patients seen during clinical rotations that may be influenced by health care disparities. • Discuss the physician’s role in addressing these disparities. • Describe social determinants of health in children and how they affect long-term health. • Identify social determinants of disease and how they could contribute to variance. • Identify targeted strategies to mitigate social determinants and lead to whole population improvement. 	
<p style="text-align: center;">Hospital, Interventional, and Surgical Care Course</p>	<p>Daily Clinical Work (clinical) (PC1, PC2, MK7, SHS9)</p> <ul style="list-style-type: none"> • Describe the impact on health of life experiences, poverty, education, race, gender, culture, crime, and the health care system. • Recognize the contribution of social conditions and problems to the health and disease outcomes of patients. • Create discharge/management plans that address the impact of social conditions and problems on patients. 	<p>Common Assessment Form (formative and summative) Midblock Feedback (formative) 5 Written H&Ps (formative and summative) Observed H&P (formative) Shelf exams: Medicine and Surgery (summative)</p>
<p style="text-align: center;">Care of Specific Populations Course</p>	<p>Daily Clinical Work (clinical and small group) (PC1, MK4, MK7)</p> <ul style="list-style-type: none"> • Obtain accurate histories in psychiatric patients with particular focus on psychosocial context. • Obtain accurate histories in pediatric patients, including pregnancy and birth history. • Obtain accurate histories in obstetric and gynecologic patients, including focused history on past OB/Gyn, medical, surgical, and family. • Create management plans that address the impact of social conditions and problems on psychiatry, pediatrics, and obstetrics/gynecology patients. • Recognize the influence of common determinates of health and illness on psychiatry, pediatric, and obstetrics/gynecology patients. • Integrate knowledge of social conditions and behaviors that predispose psychiatry, pediatric, and obstetrics/gynecology patients to disease and decreased function into the management plan for individual patients. 	<p>Common Assessment Form (formative and summative) Midblock Feedback (formative) Clinical Log (formative) Psych OSCE (summative); Peds H&P(summative) OB/GYN OSCE (summative) Shelf exams: OB/Gyn, Peds, and Psych (summative)</p>

Individualization Phase

Course	Topics, Enabling Competencies & Learning Objectives	Assessment
Social & Health Systems 5	<p>Session: (small group and computer based) (SHS3, SHS4, SHS10)</p> <ul style="list-style-type: none"> Identify or discuss interventions to reduce the impact of disease determinants (or improve the likelihood of health improvements) in the care of individual patients. Describe the limitations of clinical prevention strategies and compare/contrast these to non-clinical prevention strategies for risk reduction. List local and national agencies engaging in patient advocacy and describe ways physicians can engage in advocacy work. 	Final Written Project
Acting Internship 1 and 2	<p>Daily Clinical Work (PC1, PC6, MK4, MK7) (clinical)</p> <ul style="list-style-type: none"> Reliably obtain accurate information from patients, including patients with special situations or low literacy levels, in area or specialty of interest. Adjust interview to overcome potential barriers including socioeconomic circumstance, literacy levels, ethnicity, and cultural practices. Differentiate between alternative medications for common conditions based on therapeutic effectiveness, individual patient characteristics, and cost considerations. Identify cost considerations and barriers to medication use. Identify or discuss interventions to reduce the impact of disease determinants (or improve the likelihood of health improvements) in the care of individual patients. Create discharge/management plans that address the impact of social conditions and problems on patients in area or specialty of interest. 	Common Assessment Form Discharge Summary Assignment Hand-off Assignment
Advanced Clinical Selective 1 and 2	<p>Daily Clinical Work (PC1, PC6, MK4) (clinical)</p> <ul style="list-style-type: none"> Further refine skills in obtaining a history in various clinical settings, taking into account social determinants. Identify or discuss interventions to reduce the impact of disease determinants (or improve the likelihood of health improvements) in the care of individual patients. Recommend, when applicable, specific medications when necessary to treat patients, taking into account the patients' co-morbid conditions and social determinants. 	Common Assessment Form Oral Exam Clinical Question PICO Written Assignment
Science of Medicine	<p>Didactic Sessions (4 total) (SHS2, SHS4, MK4) (small group, computer-based)</p> <ul style="list-style-type: none"> Identify how social determinants of health applies to basic principles of basic, clinical, and translational research and how research addresses this to improve patient care. Identify or discuss interventions to reduce the impact of disease determinants (or improve the likelihood of health improvements) in the care of individual patients as derived from research through clinical practice. 	Final written and oral project.

Transition to Residency	Sessions on Health Disparities (PC9) (race, ethnicity, LGBTQ, immigration status) (small group) <ul style="list-style-type: none">• To identify unique healthcare needs for various patient populations at risk for disparities in healthcare outcomes.	Attendance Participation
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