

Medical Racism and Systemic Health Inequities
Medical Education & Office of Diversity and Inclusion, SOMN 618
Tuesday 6-8 PM and Online + UTCOMLS Medical Campus
Fall 2021- Spring 2022

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Course Description

One cannot overstate the degree in which systemic racism, gender-minority/sexuality and disability discrimination have plagued American society, having a direct effect on healthcare. Based on more recent statistics, current approaches to address implicit bias in the medical field have been a bandaid on a much more nuanced issue. The great Dr. Martin Luther King Jr. stated “of all the forms of inequality, injustice in healthcare is the most shocking and inhumane.” The roots to these problems are well established in the soils of America’s past, yet the meaningful discourse and introspection needed to address these problems have been largely overlooked in the medical arena. Utilizing a mixture of lectures, small group discussion, readings, didactics, multimedia, reflection writing, and virtual meetings, a principal goal of the course is to apply lessons in history and bioethics—but not in a way that narrows the students’ focus only to a particular time or people. How can the past help us to navigate the future of medical practice?

Through this elective students will be introduced to the historical background of racial and intersectional biases through a holistic approach, examining its social, economical, political, legal, scientific components and their subsequent role in the endurance of current harmful socially accepted norms and biases. Students will learn the serious implications of these norms and biases on the medical treatment of people today through lectures taught by medical professionals and discussions based on multimedia materials. These lectures and discussions will explore factual medical science, the interplay of health policy, law, and morality, and how they affect the quality of life in marginalized communities. The interdisciplinary discussion will move beyond policy, where society and media affect patient perception and beliefs, and where long-standing medical mistreatment has affected physician-patient relationships

in these populations. The objective of these serious and meaningful discussions is for students to explore how history has directly influenced their own personal underlying beliefs, biases, and ethos contributing to the potential for the enactment of harmful unconscious discriminatory practices today. The result will be empathetic clinicians who improve their minority patient outcomes. Finally, students will become further informed of the basic tenets of cultural competency, antiracism, and implicit bias mitigation and learn how to apply these skills throughout their medical careers.

By the end of this course students will have a basic knowledge of how to advocate effectively for their BIPOC, LGBTQ and disabled patients and administer effective communication, adaptive to various demographics, special populations, and cultural ideologies in the clinical environment whenever possible. Students will be required to attend a minimum of 80% of sessions offered through the elective and will be expected to participate in thoughtful discourse. At the end of the course, the students will be responsible for a project which includes analyzing a case and providing a summary of its downfalls and possible alternative solutions to the case.

Course Goals

Students who complete this course successfully will be able to:

- Explain the historical context, emergence, and history of systemic racism, gender/sexuality bias and disabled bias in the judicial and legal system and analyze its effect on science, medicine, and society. **(MK-11, MK-12)**
- Identify that race is a social construct and is not a biological risk factor for disease. **(MK-3, MK-12, MK-13, MK-15, SBP-2)**
- Discuss how privilege, capitalism, and colonization impact the healthcare of specific communities. **(MK-3, MK-9, MK-12, MK-13, MK-14, MK-15, IPC-3, IPC-3, IPC-4, PBL-5, SBP-2)**
- Analyze the effect of historically differing views of personhood, race, and the philosophy of science on vulnerable racial groups. **(PB-7)**
- Identify underlying racist rhetoric and harmful thought patterns in peer-reviewed and educational materials. **(PB-7, SBP-2)**
- Explain the role of patient autonomy, beneficence, maleficence, justice, equity, and/or confidentiality in the care of patients from disadvantaged backgrounds. **(MK-9, PB-1)**
- Recognize ethical considerations including intended and unanticipated consequences, as well as moral injury, of racism and discrimination in modern-day and throughout history. **(PB-4, PB-5)**
- Identify social, economic, and cultural barriers to health care equity in the African American population **(MK-11, MK-12)**
- Address the stem of internal biases and implicit associations and how to mitigate these biases on an individual level. **(PB-1, PB5, PBL-1)**
- Employ intervention strategies when presented with racist rhetoric or harmful thought patterns that exist in medical education. **(PB-1, PB5)**
- Demonstrate and practice cultural competency, anti-racism, and effective communication with patients of various ideologies, demographics and special populations **(MK-13)**
- Engage empathetically with colleagues of differing backgrounds, focusing on the experience of the African-American medical student and health professional, and describe how such reflection will affect one's personal and professional development. **(IPC-2, IPC-3)**
- Demonstrate tolerance and civility by discussing ethical, historical, and professional controversies

in medicine with peers you disagree with in a professional manner. **(PB-6, PB-7, PB-8)**

- Develop communication skills and efficient information exchange between physician and patients, patients' families, colleagues, and others from diverse backgrounds **(PB-4, PB-5, IPC-1)**
- Use the feedback of BIPOC, LGBTQ, and disabled students to identify gaps in knowledge and implement change **(PBL-3)**
- Develop knowledge of how to retain and apply the skills of bias mitigation and antiracism in residency and as a practicing physician. **(MK-13, MK-14, PB-1)**

Required Texts, Materials, or Equipment

- All required materials will be uploaded onto Blackboard or available in the library reserves.
- Laptop, tablet or device to join online meetings, pen, paper, and an open mind
- Hoopla App Download (if you would like to download certain books or audiobooks on your own for free)
- Libby App Download (if you would like to download certain books or audiobooks on your own for free)

Daily Work/Homework

There is no daily work, however weekly or bi-weekly pre-work will be assigned for select courses. Pre-work (on Blackboard and [Google Drive](#)) may include listening or watching youtube videos, movies, podcasts, tv shows or documentaries, reading journals or book literature and answering prompts to bring to the lecture.

Some journal reflection will be required after mandatory sessions. Please store these journals, at the end of the course, we will request people to voluntarily submit journals that they are comfortable with sharing for course improvement.

Major Assignments: *Although elective grades are not stored, submitted or saved with the registrar, students will be graded for internal bookkeeping purposes and for students to gauge how they are doing in the course. All graded assignments will have an asterisk** to delineate them.*

- 1. Pre - Course Survey - Due by 8/23/2021 - Emailed**
- 2. Pre - Course Exam - Due by 8/23/2021 - Available on Exemplify****
- 3. Journals for all ten Mandatory Lectures**
- 4. Post - Course Survey - Due by 5/31/2021 - Emailed**
- 5. Post - Course Exam - Due by 5/31/2021- Available on Exemplify****
- 6. Final Case Analysis Presentation - 2/8/2022**

Class Participation

Students in this course are expected to engage, share, and be honest throughout the course. This course will not always remain within your comfort zone and will require "courageous" conversation. In order to get the best out of your experience, we highly encourage these conversations to happen. Please note that all conversations that occur within this elective course group are confidential and not to be shared outside of the attendees to respect privacy and maintain an environment where people can tackle their biases. During online group discussions, we expect all students to have their cameras on. Students are expected to finish the pre-work which is given in advance with ample time to respect the medical student workload and schedule. All interactions in class will be civil, respectful, non - judgemental and supportive.

Facilitators have set group norms which will be introduced during each lecture and are available below. We expect all students to follow these group norms for the safety and progress of the entire class.

Course Grading

Statement of Grading Approach or Philosophy

Exam scores remain anonymous to faculty facilitators and student leadership. Grades are not curved and raw data is used. Grades in this elective are used for **internal purposes only**. As long as you complete the following tasks you will receive credit for the elective in addition to your certificate and pin:

1. Attend the mandatory lectures and one non-mandatory lecture
2. Complete the pre and post course survey,
3. Complete the pre and post course exam
4. Complete the final case analysis
5. Participate in group discussions

Explanation of Grading System

- Exam 1: **40% of total grade or maximum points**
- Exam 2: **40% of total grade or maximum points**
- Class Participation: **20% of total grade or maximum points**

Grade Cutoffs

| | |
|-----|---|
| 90% | A |
| 80% | B |
| 70% | C |

Course-Specific Support or Supplementary Instruction

Additional resources for further learning are available here: <https://drive.google.com/drive/folders/16C-bq90kDLVsV37tXHFJa2jtVIG9iYzF?usp=sharing>

Course Policies and Information for Students

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At the University of Toledo College of Medicine and Life Sciences, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online bias reporting and rocket support forms.

1. ATTENDANCE POLICY

In order to receive elective credit, certificate and pin, students are required to attend all ten 10 mandatory lectures and at least 1 non-mandatory lecture. Students must sign in on the attendance sheet available on Teams.

2. PENALTIES FOR LATE WORK and REQUESTS FOR EXTENSIONS

N/A - Students who do not participate in the pre-course surveys and exams BEFORE taking their first elective course will not qualify for elective credit or for the certificate and pin given at the end of the course.

3. POLICIES ON MISSED EXAMS, MAKE-UP EXAMS, QUIZZES, OR LECTURES

In order to receive elective credit and qualify for the certificate and pin, students **must** attend the first lecture. If the student misses any other mandatory lecture, the student has the opportunity to:

- A. Watch the lecture and write a one-page reflection within two weeks of the missed lecture IF the lecture recording is available.
- B. If the lecture is not recorded the student can attend another lecture or series provided by WC4BL or RDC to make up.

4. REGRADING POLICY

N/A

5. REQUESTS FOR INSTRUCTOR FEEDBACK ON DRAFTS AND REQUESTS TO REVISE

Students can request facilitator feedback for their journals and any pre-reflective writing. These do not count as grades and will remain confidential.

6. TECHNOLOGY POLICIES: Student is responsible for investigating technological issues and ma

7. ETHICS/VIOLATIONS OF ACADEMIC INTEGRITY: Ethical behavior is an essential component of learning and scholarship. Students are expected to understand, and adhere to, the University's academic integrity policy. Students who violate this policy will be referred to the Academic Integrity Policy Committee. Penalties for violating the policy will be determined by the Academic Integrity Policy committee and can include failure of the assignment, failure of the course, suspension or expulsion from the University. If you have any doubts about what constitutes a violation of the Academic Integrity policy, or any other issue related to academic integrity, please ask your instructor.

Disclaimers

The course facilitators reserve the right to make modifications to this information throughout the semester.

1. Self-care: this course contains sensitive topics which some may find upsetting. Students should note that bioethics—particularly film and media on bioethics—inherently involves discussions and images of human frailty, pain, death, surgery, body parts, and more. Just as medicine and bioscience that dissect “whole” entities and bodies to understand “parts” require courage and a level of scientific curiosity, so,

too, bioethics requires something of a strong constitution when discussing what morally should and should not be done with life (bios). Studying bioethics—especially blatant ethics violations—is often cautionary and can offer important lessons for future scientists, physicians, policy workers and more. Please note that being moved or challenged by disturbing matters is a natural reaction, and hence students are encouraged to learn how to think and react rightly in the face of troubling material (vs. avoiding/ignoring such issues altogether). If you feel you need to step away or take a break from the material for your health, please do. If you need additional resources please contact student affairs or the psychological resources available through UT and/or UTCOMLS. Counseling and help is available through Counseling and Consultation Services (419-530-2426), and you are welcome to contact the faculty of this course for discussion as well.

2. Freedom of speech: This course recognizes and accepts that the free expression of differences of opinion and diversity of thought are essential to knowledge, wisdom, tolerance, and the exercise of democracy. Therefore no student or faculty member should be reprimanded or censored for the expression of their opinions, provided those opinions are voiced in a civil and professional way. Furthermore, the fact that a person holds or expresses a view that some may find offensive is not, ipso facto, a sign that the person is behaving in an unprofessional manner. Finally, the fact that a person simply belongs to a social, political, religious, or cultural group is also not in and of itself offensive or unprofessional, unless that group violates UT policy.

3. Terms: The use of the term “African-American” and “Black” are often used interchangeably, but course directors have decided that “Black” may be more inclusive in this setting. You may have readings that use other variations; you may also have colleagues and faculty that do not use your preferred term. In the interests of civility and collegiality we make a fundamental assumption that these usages are not intended to offend anyone, and please realize that tolerance of ideas and diversity of thought necessitate that some variation may be unavoidable. If the use of certain terms is used unprofessionally, please let the course directors know.

Preliminary Schedule of Topics, Readings, and Assignments

** Denotes Mandatory Lecture

Note: This schedule is tentative and is subject to change.

| Date | Topics/Assigned Readings/Homework | Location | Major Assignments |
|------|--|---------------------------------------|-------------------|
| 8/23 | Pre-Course Survey and Pre-Course Exam Due **Required to start the course | Survey -Qualtrics Exam - Exemplify | |
| | <u>History of Racism</u> | | |

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| **8/24 | Introduction to Course Laying the Framework: The Creation of Race and Foundation of Racism Lecturer: Historian Dr. Ami Plufigard- Jackish Pre-work: ✓ (Blackboard & Google Drive) | In-Person Medical Campus HEB 103 | Journal Prompts |
| THURSDAY 9/3 | Shaping Our Views: Racial Propaganda and Historical Bias Lecturer: Sociologist Dr. Monita Mungo Pre-Work: ✓ (Blackboard & Google Drive) | Microsoft Teams | |
| **9/7 | Evolution of Jim Crow, Mass Incarceration and the use of Law to Oppress Minorities Lecturer: Dr. Benjamin Davis, Esq. & Attorney Erin Keith, Esq. Pre-Work: ✓ (Blackboard & Google Drive) | Microsoft Teams | Journal Prompts |
| 9/14 | LGBTQ Fight for Equality Lecturer: Jessica Halem | Microsoft Teams | |
| 9/ 21 | History of Disability Lecturer: Dr. Rebecca Monteleone | Microsoft Teams | |
| <u>Racism in Medicine</u> | | | |
| **9/ 28 | Let's Talk About It: History of Racism in Medicine Lecturer: Dr. Katherine Schaub Pre-work : ✓ (Blackboard & Google Drive) | In-Person Medical Campus HEB 103 | Journal Prompts |
| **10/ 5 | Genetics, Race, and Racism Lecturer: Geneticist Dr. James Wiley Student Poster Presentation: J.Wang & L. Boachie Pre-work: ✓ (Blackboard & Google Drive) | In-Person Medical Campus HEB 103 | Journal Prompts |
| **10/ 26 | Racially Based Traumatic Stress and Medicine** Lecturer: Psychiatrist Dr. Jessica Isom Pre-Work: ✓ (Blackboard & Google Drive) | Microsoft Teams | Journal Prompts |
| WEDNESDAY **11/3 | Black Maternal Health: The Crisis (Collab with Ob/Gyn Club) | Microsoft Teams (Please use the | |

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| | Lecturer: Dr. Pattie Tucker | Teams Invite Link) | |
| | <u>Racism and Me</u> | | |
| **11/ 9 | Self Love: How Self-Bias turns into Outward bias and Judgement Discussion Based Lecture Pre-Work: ✓ (Blackboard & Google Drive) | In-Person Medical Campus HEB 103 | Journal Prompts |
| 11/ 16 | Intersectionality of Oppression | Microsoft Teams | Journal Prompts |
| **11/ 30 | Politics, Social Determinants of Equity + Health Lecturer: TBA Pre-Work: ✓ (Blackboard & Google Drive) | Microsoft Teams | |
| 12/7 | Disability and Medicine Lecturer: Patty Substelny | Microsoft Teams | |
| | <u>Anti-Racism, Bias Mitigation, Patient Advocacy</u> | | |
| **1/ 11 | Anti-Racism vs Bias Mitigation and Its Benefits Lecturer: Dr. Aaron Johnson Pre-Work: ✓ (Blackboard & Google Drive) | Microsoft Teams | Journal Prompts |
| 1/ 26 | What is Healthy?: Bias and perceptions of health, food and food deserts, weight/BMI etc. Group Discussion Pre-work: ✓ (Blackboard & Google Drive) | In-Person Medical Campus HEB 103 | |
| **2/ 1 | Enabling Self Advocacy Lecturer: TBD Pre-Work: ✓ (Blackboard & Google Drive) | Microsoft Teams | Journal Prompts |
| **2/ 8 | Final - Case Analysis Presentation | In-Person Medical Campus | Journal Prompts |

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| | | HEB 103 | |
| | <u>Medical Lectures on Race</u> | | |
| 2/ 22 | Addiction Medicine in Black America (Collab with Addiction Medicine Club) | WebEx | |
| 3/ 8 | Covid: 2 Years Later | Microsoft Teams | |
| 3/ 22 | Pediatrics and Race in Medicine | WebEx | |
| 3/ 5 | Derm and Race in Medicine | WebEx | |
| 4/ 19 (HIGHLY RECOMMEND THIS LECTURE) | Critical Consciousness: A New Framework of Critical Thinking Lecturer: Dr. Elysia James and Dr. Sharon Thomas | WebEx | |
| TBA | Trans Health (Collab with PEOPLE) | WebEx | |
| TBA | Post- Course Survey Post- Course Exam | Survey -Qualtrics Exam - Exemplify | |