Culture, Health, Equity, & Society
Course Goals

Goals

1. Define diversity including language, sexual identity, age, race, ethnicity, disability, socioeconomics, and education—and their implications in healthcare.

2. Employ self-reflection to recognize and examine their own beliefs, biases, and practices—and their implications in healthcare.

3. Conduct culturally appropriate risk and asset assessment, management, and communication with patients and populations.

4. Integrate cultural perspectives of patient, family, and community in development of treatment/interventions.

5. Describe the personal, social, economic, and environmental factors (determinants of health) that influence health—and their implications in healthcare.

6. Describe the components of healthcare systems including health policy, regulatory agencies, payment models, and models of care organization—and their implications in healthcare.

7. Identify individual and system level opportunities to advocate for the health of their patients and populations (e.g. patient-centered care, quality improvement, high value care, community/population health).

8. Describe how culture, health, equity, and society influence and are influenced by societal problems.
Session Learning Objectives

Culture, Health, Equity, and Society

Phase 1

Delivered In: Blood and Lymph

BL - Meet Cancer Survivors
1. Describe some of the psychosocial difficulties that cancer survivors face, such as obtaining medical insurance coverage.
2. Estimate the percentage of the population who are cancer survivors.

BL - Meet Sickle Cell Patients
1. Show increased awareness of the impact of a chronic illness on patients and their families.
2. Describe some of the barriers to health care access and treatment for patients with sickle cell disease.

Delivered In: Cardiovascular, Pulmonary, Renal

Occupational Lung Diseases/Exposures
1. Define the major determinants of site and severity of lung disease.
2. Identify the exposures or causes for each of the nine occupational/environmental lung diseases.

TB - Worldwide Control, Testing
1. Identify individuals who should be targeted for tuberculin skin testing to diagnose latent tuberculosis infection.
2. Discuss the public health implications of identifying and treating latent tuberculous infection.

Delivered In: Disease and Defense

DD - Drug Regulation and Prescription Writing
1. Describe the role of federal, state and local governments in regulating the prescription writing process.
2. Summarize the preclinical and clinical phases (1-4) of the new drug approval process of the FDA with respect to number and types of subjects, approximate time involved, and limitations in pronouncing a new drug as "safe".
3. Compare and contrast FDA regulation of prescription drugs vs. dietary supplements (DSHEA 1994).
4. Distinguish the different categories of FDA drug equivalency (pharmaceutical, biologic, and therapeutic) with regards to comparison of generic vs brand name products.
5. Describe the major elements of the Controlled Substances Act
   - Distinctions between prescription drugs and controlled substances
   - Explain the special requirements for prescribing controlled substances and their schedules I-V
   - Explain how prescribing controlled substances in Colorado differs from other states
6. Describe the legal components of a written prescription in Colorado.
Delivered In: Foundations of Doctoring 1

Clinical Interlude-Small Group Debriefing
1. Reflect on what you think contributes most to the successful working of an inpatient team.
2. Reflect on what most influences patients and families satisfaction with their hospitalization.

IHI - From Error to Harm
1. Explain the Swiss cheese model of error.
2. Define active failures and latent error and discuss their roles in causing harm.
3. List the main types of unsafe acts utilizing James Reason’s classification system.
4. Identify at least one example of how health care has reduced harm.

IHI - Human Factors and Safety
1. Explain how human factors principles apply to health care.
2. Describe how changes to processes can mitigate the effects of factors that contribute to error.
3. Define simplification, standardization, constraints, forcing functions, and redundancies.
4. Discuss the risks and benefits of using technology to improve patient safety.

IHI - Introduction to Health Care Improvement
1. Describe common challenges for health care systems around the world.
2. List the six dimensions of health care, and the aims for each, outlined by the Institute of Medicine in 2001.
3. Explain the value of improvement science in health care.

IHI - Introduction to Patient Safety
1. Summarize the scope of medical errors and preventable harm to patients in health care.
2. Describe the impact of medical errors on patients, families, and providers.
3. Explain why blaming and punishing individuals for errors rarely improves patient safety.
4. Identify four ways any provider can improve safety for patients in his or her direct care.

IHI - Introduction to Person- and Family-Centered Care
1. Describe the partnership model of patient-provider relationships.
2. Explain why the partnership model can improve health.
3. Discuss how social conditions, faith, culture, and trust affect the patient-provider relationship.

IHI - Responding to Adverse Events
1. Describe four steps to take in the immediate aftermath of an adverse event.
2. Explain when you should apologize to a patient and how to apologize effectively.
3. Discuss the impact of adverse events on providers.
4. Explain how you can use root cause analysis to address system problems in health care.
IHI - Teamwork and Communication in a Culture of Safety

1. Explain why effective teamwork is essential for promoting patient safety.
2. Define a culture of safety and discuss the features of a strong safety culture.
3. Identify four behaviors anyone can use to promote teamwork, communication, and a culture of safety.

REQUIRED Clinical Interlude-Meeting Healthcare Team Members

1. Discuss the impact of various health care team members on patient care.

REQUIRED Cross Cultural Communication

1. Recognize interaction of medical and personal cultures in a clinical encounter.
2. Identify effective and ineffective communications in a cross-cultural encounter.
3. To describe the impact of personal bias on health.
4. To apply Kleinman’s questions in a clinical interview.

REQUIRED Electronic Health Record and Documentation

1. Describe why health IT and EHR’s are on the rise.
2. Recognize the various technologies you will be using.
3. Describe what medical students are allowed to document in the EHR.
4. Discuss how to maximize your interaction with EHR’s and your patients.

REQUIRED Medical Economics

1. Describe the components of a free market economy.
2. Describe the current US health insurance market.
3. Identify key issues impacting US health insurance marketplace.
4. Evaluate the health care system as a free market economy.

Delivered In: Molecules to Medicine

Turner Syndrome Vignette

1. Identify pitfalls of the medical culture in dealing with patients with Turner Syndrome.

Delivered In: PBL Phase I

PBL Phase I: Case 1, Session 2

1. Discuss how to deliver patient-centered care that is specific to the patient’s cultural background.

PBL Phase I: Case 2, Session 1

1. Describe issues faced by the GLBTI community and its impact on health and health care.
2. Identify issues of trust in the health care system and how they affect health and health care.
PBL Phase I: Case 2, Session 2
1. Describe issues faced by the GLBTI community and its impact on health and health care.
   2. Identify issues of trust in the health care system and how they affect health and health care.

PBL Phase I: Case 3, Session 2
1. Discuss how to deliver information to the patients and family on sexual issues related to development of HPV+ head and neck cancer taking into account cultural and religious concerns.
   2. Discuss patient-centered care that is specific to the patient’s cultural background.

PBL Phase I: Case 5, Session 1
1. Discuss options for access to health care for the uninsured and the effect insurance status has on access to care.
   2. Discuss how to manage cultural practices that may pose health risks to patients.

PBL Phase I: Case 5, Session 2
1. Discuss options for access to health care for the uninsured and the effect insurance status has on access to care.
   2. Discuss how to manage cultural practices that may pose health risks to patients.

PBL Phase I: Case 6, Session 1
1. Review eligibility for financial assistance in patients without insurance.

PBL Phase I: Case 6, Session 2
1. Review eligibility for financial assistance in patients without insurance.

PBL Phase I: Case 7
1. Describe barriers to achieving universal immunizations for children.
   2. Discuss possible policy solutions to increase immunization rates.

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Phase 2

Delivered In: Digestive, Endocrine and Metabolic Systems

Illness Among Physicians
1. Discuss the prevalence of illness including substance use and abuse among physicians.
2. Discuss the etiologic hypotheses for the development of substance use/abuse among physicians.
3. Discuss the clinical symptoms and signs of illness among physicians and the impact of physician illness on medical practice.
4. Discuss the treatment of physicians who are ill, particularly substance using/abusing physicians.
Living with Diabetes
1. List factors that will tend to make a person with diabetes have an increase in their blood sugar levels.
2. Describe the Chronic Care Model.
3. Describe the differences in patients' and physicians' perspectives on diabetes mellitus.
4. Identify ways to improve communication between the physician and patient with a chronic illness such as diabetes mellitus.

Psych - Illness Among Physicians
1. List the occupational hazards physicians face which can undermine health as well as the delivery of quality patient care.
2. Discuss the health risks associated with chronic stress.

Delivered In: Foundations of Doctoring 2

IHI - How to Improve with the Model for Improvement
1. List the three questions you must ask to apply the Model for Improvement.
2. Identify the key elements of an effective aim statement.
3. Identify three kinds of measures: process measures, outcome measures, and balancing measures.
4. Use change concepts and critical thinking tools to come up with good ideas for changes to test.
5. Test changes on a small scale using the Plan-Do-Study-Act (PDSA) cycle.

IHI - Interpreting Data: Run Charts, Control Charts, and other Measurement Tools
1. Draw a run chart that includes a baseline median, a goal line, and annotations.
2. Describe the difference between common and special cause variation.
3. Explain the purpose of a Shewhart (or control) chart.
4. Apply four rules to identify non-random patterns on a run chart.
5. Explain when and how to use the following tools for understanding variation in data: histograms, Pareto charts, and scatter plots.

IHI - Introduction to Health Care Leadership
1. Describe several characteristics of leaders, who may or may not have formal positions of authority.
2. Describe different techniques for persuading different types of people.
3. Explain why achieving a workable level of unity among teammates is essential for effective team functioning.
4. List several ways to help sustain your health care leadership journey over time.

IHI - Introduction to the Triple Aim for Populations
1. Describe the three components of the IHI Triple Aim for populations.
2. Explain the responsibilities of clinicians and health care systems in optimizing population-level outcomes with available resources.
3. Understand medical care as one determinant of the overall health of a population, and the relationship of health care quality and safety to population health.
4. Provide examples of population-level interventions designed to improve overall health and reduce costs of care.
**IHI - Leading Quality Improvement**

1. Describe how to lead an improvement project through four key phases.
2. Identify and describe the components of IHI’s Framework for Spread.
3. Apply strategies to assess and overcome resistance to change.

**IHI - Testing and Measuring Changes with PDSA Cycles**

1. Describe how to establish and track measures of improvement during the “plan” and “do” phase of PDSA.
2. Explain how to learn from data during the “study” phase of PDSA.
3. Explain how to increase the size and scope of subsequent test cycles based on what you’re learning during the “act” phase of PDSA.

**REQUIRED Sexual History - Orientation**

1. Describe the diversity of sexual expression and behavior.
2. Describe how to create a safe environment for the performance of a sexual history.
3. Describe how to perform an open, inclusive sexual history.

**Sexual History Small Group**

1. Practice taking a sexual history using Communication skills learned FDC Phase I & II.

**Delivered In: Infectious Disease**

**ID - Hospital Infection Control**

1. Recognize the proper indications and use of hand hygiene, define hand hygiene, describe the different methods of hand hygiene and when each method should be employed, and explain why health care workers with patient contact are not allowed to have artificial nails.
2. Recognize the various types of barrier precautions and why they are utilized, and explain the rationale for standard precautions and what it entails, what airborne precautions entail, what contact precautions entail, and what droplet precautions entail.
3. Recognize the utility of and methods used in infection control surveillance.
4. Recognize the role of infection control in emerging infections and bioterrorism, explain what universal respiratory hygiene/cough etiquette is and why it’s important, and describe the impact of SARS on hospitals and medical staff.
5. Describe why surveillance is important and list three methods used for surveillance.
6. Describe the process of an outbreak investigation and the methods used to prevent common nosocomial infections.

**Delivered In: Life Cycle**

**LC - Cervical Cancer Screening and Prevention**

1. Describe the cervical cancer screening program.

**LC - Child Abuse**

1. Explain your legal obligations to report suspected cases of child abuse.
LC - Development of Gender Identification

1. Describe five theoretical models for gender development, providing rationale and criticisms.
3. Recognize common gender and sexual behaviors across developmental ages.

LC - Domestic Violence

1. Define intimate partner violence.
2. Cite statistics regarding the epidemiology of IPV and its presentations.
3. List risk factors associated with being abused and describe why reliance on risk factors is considered controversial in the context of screening.
4. Define the legal and professional responsibilities of clinicians in management of the victim of abuse or IPV.

Delivered In: PBL Phase II

PBL Phase II: Case 4, Session 1

1. Discuss varying values that women, families and cultural groups attach to fertility/pregnancy.
2. Interpret and discuss the relevance, utility and cost-effectiveness of different lab values and ancillary tests obtained in the evaluation of PCOS.

PBL Phase II: Case 4, Session 2

1. Discuss varying values that women, families and cultural groups attach to fertility/pregnancy.
2. Interpret and discuss the relevance, utility and cost-effectiveness of different lab values and ancillary tests obtained in the evaluation of PCOS.

Phase 3

Delivered In: Integrated Clinicians Course 7001

Medical Errors and Medical Students

1. Cite actions that support becoming a positive deviant for patient safety and healthcare improvement.

Safety and Quality Improvement at Local Hospitals

1. Identify local hospital efforts to reduce error and improve quality of care.
2. Recognize error reporting systems within local hospitals.
3. Appreciate the student role in patient safety and quality improvement locally.
4. Be familiar with local hospital efforts to reduce error and improve quality of care.

Delivered In: Integrated Clinicians Course 7002

Exploring Health: Understanding health from a personal perspective (Didactic)

1. Analyze how your personal perspectives and experiences may impact your view of health and healthcare.
2. Employ self-reflection to understand your own cultural beliefs and practices
3. Identify examples of personal bias that you may experience/observe.
Exploring Health: Understanding health from a personal perspective (SmallGrp)

1. Analyze how your personal perspectives and experiences may impact your view of health and healthcare.
2. Employ self-reflection to understand own cultural beliefs and practices.
3. Identify examples of personal bias that you may experience/observe.

Office of Civil Rights (ARS session)

1. Identify the appropriate use of interpreters in clinical encounters.
2. Describe the potential impact of culture on patient care and clinical decision-making.
3. Develop a process by which you can elicit and incorporate a person's beliefs and preferences into individualized care plans.
4. Understand the legal obligations under Title VI for providing language access services to persons with Limited English Proficiency.

Using an Interpreter (ARS session)

1. Have the ability to effectively communicate with patients utilizing a medical interpreter including use of short phrases, frequent pauses, and have a familiarity with what to expect from the consult.
2. Know important steps they take to avoid problems with phone interpretation including encouraging the patient to speak loudly and avoiding excessive noise near the phone receiver.
3. Understand the importance of the medical interpreter in the medical team.
4. Realize that it is necessary to use trained and qualified medical interpreters in order to avoid communication problems which could ultimately injure the patient.

Delivered In: Integrated Clinicians Course 7003

Affordable Care Act (ACA)

1. Describe the key components of the Patient Protection and Affordable Care Act, March 3, 2010.
2. Describe the impact of the PPACA on: Health Coverage, Health Access, Health Outcomes, and Cost of healthcare.
3. Appraise potential changes to healthcare policy.

Error Disclosure - Small Group Sessions

1. Reflect on the personal impact of medical errors/unanticipated outcomes witnessed thus far in medical school.
2. Apply a framework to manage an unanticipated outcome.

Handoff

1. Recognize the importance of efficient and effective communication in transferring patient care responsibilities.

Managing Unanticipated Outcomes

1. Discuss the impact of medical errors on physicians, patient family members and institutions.
2. Describe a framework for managing unanticipated outcomes.

Phase 4
Delivered In: Integrated Clinicians Course 8004

**Big Data in Healthcare**
1. Identify barriers and beneficial elements of EMRs.
2. Identify barriers and beneficial elements of POE.
3. Be able to define Big Data and Artificial Intelligence
4. Describe how Big Data and AI are unique in the approach to answering healthcare questions
5. Understand how Social media, Big Data and AI will combine to reshape healthcare.

**Conflict in Medicine**
1. Explore how your interpretation of a situation may impede your ability to resolve conflict.
2. Discuss how to manage different conflict situations with patients and staff during intern year.
3. Brainstorm effective words and phrases to resolve conflicts.

**Culturally Effective Medicine: Reflective Writing Small Groups**
1. Identify examples of institutional bias that you or your patients may experience/observed during medical school or at other institutions/ agencies. (CHES)
2. Identify examples of personal bias during medical school or in other situations. (CHES)
3. Distinguish between institutional and personal bias observed during medical school or at other institutions/agencies. (CHES)

**Emergency Preparedness Lecture**
1. Identify the surveillance systems in place for influenza-like illnesses and discuss how they can guide a pandemic response.

**Emergency Preparedness Tabletop Exercise**
1. Describe the structure of the public health system, and the assets and authority held at each level of government (local, state and federal).
2. Identify the roles and responsibilities of hospital and community-based physicians as part of this system.

**Getting to Gun Safety**
1. Explain how firearm violence is a public health crisis.
2. Describe the epidemiology of firearm violence in the United States.
3. Examine the role as a physician and as a citizen in reducing firearm-related injury and death.

**Medicare & Physician Reimbursement: History & Future**
1. Describe the history of the US healthcare system including key regulations and payment models
2. Summarize how healthcare regulation and payment models impact healthcare cost
3. Summarize how healthcare regulation and payment models impact healthcare quality.
Protocolized Medicine
1. Compare and contrast guidelines from protocols.
2. Identify causes of medical error.
3. List the ways protocols may prevent errors and adverse events.

The Politics of Pharmaceuticals
1. Discuss how conflict of interest can affect professional judgment and adversely influence the academic environment.
2. Discuss the details of the University of Colorado Denver’s conflict of interest policy.

Delivered In: Integrated Clinicians Course 8005

Child Abuse
1. List current methods of child abuse prevention.
2. Define the current epidemiology of child abuse.
3. Identify how socioeconomic disparities have resulted in skewed statistics in evaluation of child abuse.

Elder Abuse & Neglect
1. Define the legal ramifications of reporting laws in regards to elder abuse.
2. List potential resources for suspected elder abuse victims.

Medical Errors: Evolution in Decision Making among Pediatric Trainees
1. Acknowledge the role uncertainty plays in one’s clinical reasoning.
2. Understand how the use of heuristics in clinical reasoning is another system subject to predictable error.
3. Name 3 basic strategies for reducing the errors inherent in heuristic reasoning.

Opioid Prescribing
1. Identify the main contributors to the opioid epidemic.

Suicide Prevention
1. Discuss the role of alcohol and drugs in suicide.

Pre-Matriculation

Delivered In: First Course

Community Activity: Exploring our surrounding neighborhoods
1. Describe the determinants of health in a neighborhood surrounding the AMC.
2. Describe how the determinants of health and healthcare systems may impact health, health disparities, and societal problems such as obesity, tobacco use, drug abuse, health care inequity (including homelessness, access to health care), and violence.
Diversity's Critical Role in Healthcare
1. Identify the importance of work force diversity.
2. Describe how bias can impact health and healthcare.
3. Identify steps to mitigate bias.
4. Identify strategies to repair relationships if you accidentally offend someone.

Exploring Health
1. Analyze how your personal perspectives and experiences may impact your view of health and health care perspectives and experiences may impact your view of health and healthcare.
2. Utilize self-reflection to gain greater insight into self.
3. Identify examples of personal bias that you may experience/observe.

Health Disparities and Determinants of Health
1. List at least 3 personal, environmental, and health systems factors that may impact an individual’s health.
2. List at least 3 tools/skills a healthcare provider can use to address the personal, environmental, and/or health systems factors that impact an individual’s health.
3. Describe how the social determinants of health impact an individual’s personal health.

Hopes and Fears Reflective Writing
1. Define and describe the Positive Deviant approach.
2. Identify and explore Gawande’s five suggestions for becoming a positive deviant in medicine.

Improving Health - From Awareness to Action
1. Consider multiple avenues to improving the health of others.
2. Recognize the importance of personal resilience in improving health.
3. Develop an individualized plan to improving health.

Lunch and Opportunity Fair
1. Identify opportunities to do community service or service learning.

Presentation of Photo Essays
1. Appraise the determinants of health in neighborhoods surrounding AMC.
2. Distinguish the assets and barriers to health in neighborhoods surrounding AMC.
3. Recognize potential opportunities to improve the health in neighborhoods surrounding AMC.

Welcome & Overview - What is health?
1. Define health.
2. Provide a systems framework of health.
3. Describe the concept of systems thinking.