

OMED 404: Racial Equity in Medicine Elective Syllabus

University of North Carolina at Chapel Hill School of Medicine

12:30 - 2pm on select Mondays throughout the Fall Semester

Fall 2017, 3.0 Credits

Health Sciences Library, Informatics Conference Room, Room 333

Course Leaders

- Dr. Cedric Bright; cedric_bright@med.unc.edu
 - Office: --- 505 Berryhill Hall
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 - Office: 211 Abernethy Hall
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Course Description – The Racial Equity in Medicine Elective is designed to give students in the UNC Medical School an opportunity to learn about structural racism and its manifestation in the healthcare system. The course begins with a mandatory two-day intensive Phase I workshop provided by the Racial Equity Institute, which will provide students with an understanding of institutional racism that is essential to the course. Based on this understanding, students will devise independent or group projects that aim to dismantle the systems of oppression built into their own institution. In addition to their projects, students will engage with occasional readings as well as hear from physicians within the UNC system who are undertaking work to dismantle racism in healthcare. The hope is that this course can be a permanent home for antiracist structural change at the UNC School of Medicine.

Course Objectives

- Provide an intersectional framework for understanding, confronting, and working to correct institutional racism within the medical school and the broader medical community and healthcare system.
- Educate students about the history, construction, and perpetuation of structural racism in America and understand it as a major determinant of health.
- Give students the information and skills they need to engage in dialogue about racism in medicine and advocate for racial equity in our school, communities, and workplaces.

Course Resources

All assigned texts can be found on Sakai (or on the Internet.)

Course Requirements

This class will be **Pass/Fail**. Students will be evaluated based on their attendance, in-class participation and a final project. The final grade will be calculated according to the following formula:

- Attendance, Punctuality, and Preparedness: 20%.
- In-Class Participation: 30%
- Final Project: 50%

Attendance, Punctuality, and Preparedness: By choosing this course, you are making a commitment to your classmates, yourself, and to the instructors to be an active and engaged participant in our academic community. As a group, we only meet a few times, relatively speaking. As such, we expect you to attend each class. You have something unique to contribute; consequently, class can go on without you, but everyone's learning will suffer from your absence. As part of your commitment, you are expected to arrive in class on time, prepared and without technological distractions.

In-class Participation: This class is designed to be interactive. You will be evaluated based on your regular and active participation. You should read the assigned readings prior to coming to class and be willing and able to contribute your thoughts about them to discussion. You should prepare at least points of inquiry that the readings inspired, or at least two questions to ask a guest lecturer.

Final Project: Students will choose a semester long project that is aimed at dismantling racism within medical school curriculum or the larger American health care system during the course of a semester. The project can be done individually or in a small group. The final assignment can take many shapes, which we will discuss in detail over the course of the semester. Ultimately, the project will be evaluated based on its quality of execution and presentation.

Other Things to Know and Note

Academic Honesty. Carolina students “pledge ‘not to lie, cheat, or steal’ and to hold themselves, as members of the Carolina community, to a high standard of academic and non-academic conduct while both on and off Carolina’s campus.... this commitment is codified in both the University's Honor Code and in other University student conduct-related policies.” We expect this pledge to be upheld.

Contact Information. Email is the most efficient way to reach the three course instructors. For most inquiries, you should email all three of us, and as a general rule, you should expect an email response within 24 hours during weekdays.

Technology. Research shows that students who take their notes on laptops rather than writing longhand perform worse on conceptual questions, process less information, and have trouble reframing new information in their own words. Furthermore, research provides evidence that there really is no such thing as multi-tasking, instead we “task switch.” As such, you are likely to learn more and perform better without technological distractions. Essentially, there is no need for laptops in this course given that the class is designed to be a discussion-based, seminar-style class.

Course Calendar

Below you will find the assigned readings and their associated in-class days. You should do the readings before coming to class. We reserve the right to change the course calendar.

Monday, August 7: Introductions

- Prior to coming to class, you should:
 - Watch Dorothy Roberts. The Problem with Race Based Medicine. TedMed.
https://www.ted.com/talks/dorothy_roberts_the_problem_with_race_based_medicine
 - Optional (but fun): Listen to “This American Life, Episode 579: My Damn Mind, Act 1: When Your Hospital-Borne Infection is a Bullet”:
<https://www.thisamericanlife.org/radio-archives/episode/579/my-damn-mind>

Saturday, August 19- Sunday, August 20: Racial Equity Institute (REI) Phase I Workshop

- Location: G030 Bondurant
- Time: Saturday and Sunday 8:30am - 5:00pm

Monday, August 21: Intersectionality

- Read:
 - Caiola, Courtney, Docherty, Sharron, Relf, Michael, & Barroso, Julie. (2014). Using an intersectional approach to study the impact of social determinants of health for African-American mothers living with HIV. *ANS. Advances in nursing science*, 37(4), 287.
- Bring:
 - Questions, concerns, and thoughts you have about the REI Training
 - Your ideas about what you want your final project to focus on.

Monday, September 11: An Exploration of UNC-Chapel Hill Structural Challenges

- Guest Presenter: Dr. Debbie Stroman
- Complete: A short questionnaire
- Submit to Sakai: A short write up of your final project's topic and a detailed timeline for your plan to complete it.

Monday, September 18: Health Disparities

- Discussion Leader: Dr. Sam Cykert
- Read:
 - Cykert, Samuel. (1997). Approaching Racism as a Method of Disease Prevention. *CHEST*, 145(3), 442-443.
 - Cykert, Samuel, Dilworth-Anderson, Peggye, Monroe, Michael H, Walker, Paul, McGuire, Franklin R, Corbie-Smith, Giselle, . . . Bunton, Audrina Jones. (2010). Factors associated with decisions to undergo surgery among patients with newly diagnosed early-stage lung cancer. *JAMA*, 303(23), 2368-2376.
- Bring:
 - Questions and concerns about your final project. We will take some time from today's class to work out any initial complications.

Monday, October 2: Project Preparation

- Today, you should present a progress report to your classmates. As such, the readings for today are self-directed.
- Bring:
 - Short, 7-10 minute presentation of your central topic, what you know about it thus far, what steps you plan to take next towards completion, any issues that you'd like your colleagues to help you think through

Monday, October 23: Incorporating Racial Equity into Medical Practice

- Guest Presenter: Dr. Crystal Wiley Cené
- Read:
 - Goosby, Bridget J, & Heidbrink, Chelsea. (2013). The Transgenerational Consequences of Discrimination on African-American Health Outcomes. *Sociology Compass*, 7(8), 630-643.
(<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4026365/>)
- Before the Start of Class: Send questions, concerns, and updates about your project through Sakai. It helps if you do this before 10am.

Monday, November 13: Health in the Carceral System

- Guest Presenter: Dr. Evan Ashkin
- Read:
 - Ta-Nehisi Coates. “The Black Family in the Age of Mass Incarceration” in The Atlantic, October 2015.
<https://www.theatlantic.com/magazine/archive/2015/10/the-black-family-in-the-age-of-mass-incarceration/403246/>
- Before the Start of Class: Send questions, concerns, and updates about your project through Sakai. It helps if you do this before 10am.

Monday, November 27: Diversity Pipeline

- Discussion Leader: Dr. Bright
- Read:
 - Altering the Course: Black Males in Medicine (Executive Summary)
<https://members.aamc.org/eweb/upload/Altering%20the%20Course%20-%20Black%20Males%20in%20Medicine%20AAMC.pdf>
- Before the Start of Class: Submit a rough draft of your final project on Sakai.

Monday, December 11: Presentations of Final Projects