

**Community Profile Elective
Course Syllabus**

Course Details & Information:

Course Name	DMU Community Health Immersion Project (CHIP)
Course Number	INST*2071.
Graduating Class Year	All DMU students
Discipline	Cultural Competency , Community Profiles, Inter-professionalism
Course Option Type	Elective for DMU students

Course Administration & Duration:

Department	Anatomy	Method	Blended (Field studies lab + Lecture + online);
Course Coordinator	Muhammad Spocter	Lecturers and Resource Faculty & Facilitators	Simon Geletta Rich Salas Lisa Streyffeler Maria Barnes Pamela Duffy Megan Elsenheimer
Credit Hours	1.0	Dates	24 January - 7 March

Text or Required Readings:

I. REQUIRED
<ul style="list-style-type: none"> Promoting Healing in a Diverse World: The Diversity & Health Series.
II. Supplemental Resources
<ul style="list-style-type: none"> Galanti, <i>Caring for Patients from Different Cultures</i>, 4th Edition, 2008, UPENN (ISBN#9780812220315) Rose, <i>Cultural Competency for the Health Professional</i>, 2013, Jones & Bartlett Learning (ISBN#9781449672126) Strkalj, <i>Teaching Human Variation: Issues, Trends and Challenges</i>, 2010, NOVA Publishers (ISBN# 9781608766161) The National Center for Cultural Competence (http://nccc.georgetown.edu/) Harvard Project Implicit: https://implicit.harvard.edu/implicit/

Description:

This rotation is a 6 week experience structured for DMU students interested in learning about cultural competencies and the barriers faced by medically-underserved communities in the Des Moines Area.

Course Goals & Objectives:

<p>Goals of the program:</p> <ol style="list-style-type: none"> Enhance and build a dialogue with medically-underserved communities in the Greater Des Moines Area. Train health care professionals with the skills necessary to become culturally competent and cognizant of the barriers to good health. Actively engage DMU students with participating communities. Work alongside our community partners to improve health care access and mitigate the effects of health

disparities.

5. Provide opportunities for students to participate as part of an interprofessional team working to develop a community profile
6. Increase the number of graduates from Des Moines University who choose to enter practice in underserved rural/urban communities in Iowa.

Rationale:

There is increasing evidence that racial and ethnic minorities are the fastest growing demographic in the US , with projected totals for Iowa indicating a 7% and 3% increase in Latino and African American households by 2018, and national trends indicating that the non-white Hispanic population is likely to comprise 50% of the total US population by 2050. However, despite this recognition of a changing patient demographic, these communities remain chronically underserved by the health care system. Several factors are known to contribute to the growing list of health disparities but amongst these, the lack of culturally and linguistically competent health professionals has been identified as a key area of concern. In addition, community perceptions about the treatment facility also remain a major obstacle to health care interventions. In light of this, with Des Moines University centrally placed to help emerging racial/ethnic minorities, this project aims to get our students adequately trained for the health care challenges of tomorrow and help develop inroads into these communities. Through the use of a 6 week immersion program consisting of targeted ethnographic analysis and participant observation, we aim to get DMU students actively engaged in learning about the cultural milieu that defines our community and help them develop the tools necessary to transpose these skills of engagement and cultural cognizance to other communities of need.

Design:

The five program goals (listed above) will be implemented through multi-year 'site objectives' derived from community themes established at the start of this project. This targeted approach is aimed at focusing student-community interactions and allowing the necessary community profile to emerge during the course of study. Three Community Themes have been decided on for the duration of this project and are drawn from knowledge of human life history. These themes are A) *Cultural Diversity at the End of Life*; B) *Cultural Diversity, Maternity and the First Two Years of Life*; C) *Adolescence and cultural expectations upon the youth*. Students will be assigned to a team and each team assigned to a neighboring community where an existing community leader or graduate student (familiar with the site), will introduce community members and initiate an interaction to help students with the construction of the community profile.

Program Requirements of Students:

Students will be required to spend a cumulative of 20 hours immersed with the community of interest and will be required to meet on a weekly basis in small group learning environments facilitated by DMU faculty to guide the construction of the Community Profile. Prior to interacting with the community of interest students will be required to complete at least 1 session of the Diversity and Health Series which will be coordinated by the DMU Multicultural Affairs Office.

In addition, a total of 7 classroom or online lectures with integrated cases where relevant content will be presented to the class. During the course faculty will cover topics such as:

- Methods in Ethnography/demography and Core communication skills
- Cultural Competency;
- Health Disparities
- Community profiling
- Human Biological Variation;

Community Profile:

In the construction of the community profile, students will use an ethnographic framework to triangulate community data and check the authentication and validity of the themes that emerge. The triangulation of data means using multiple sources of data to assure scientific rigor. Sources of data can vary but usually include field notes generated from 3 sources: participant observation, transcriptions of interviews from community members, and the examination and interpretation of artifacts and documents of interest. The profile will be expected to include a focused review of local, State and or National Health Data pertaining to the community. Students will be expected to present their community profile in the form of a poster or Powerpoint for archiving along with all other materials that could be utilized for future study. Students are encouraged to look beyond the often negative portrayal of certain communities and to also highlight the strengths and benefits of certain traditions and customs how this contributes to issues pertaining to health.

Attributes & Core Competencies:

Cultural Competencies:

- Rationale, Context and Definition: Define cultural competence, definitions of race, ethnicity and culture, as well as develop the students' ability to self-assess and reflect upon patient-professional interactions.
- Key aspects of Cultural Competence: Epidemiology of population health, identify patients healing traditions, institutional cultural issues,
- Understanding the impact of Stereotyping on medical decision-making: History of stereotyping, bias, discrimination, racisms and the effects of stereotyping
- Cross- cultural Clinical and Practioner Skills: Eliciting social and medical history, communication skills, working with interpreters, differing values, cultures and beliefs

Community Profile

- Health disparities and Factors influencing Health: History of health care discrimination, factors underlying health care disparities, demographic patterns of disparities, building collaborations with communities.

Inter-professionalism

- Working in an Interprofessional Team: Collaborate, communicate and consult with individuals of other professions to build efficient, respectful and collaborative relationships to appropriately assess and address the healthcare needs of the community of interest.

Course Policies:

Attendance Policy: Attendance at elected sessions is required and considered mandatory. Building an affective community profile cannot be achieved without participant observation and active engagement from students. Any absences must be discussed, in advance whenever possible with the course coordinators and off-site community facilitators. Makeup work may be assigned to compensate for any absences. The course faculty in accordance with the policies and statements in the student handbook must approve any exceptions to the policies stated in this syllabus.

Evaluation:

There will be no formal written examinations. Students will be evaluated on the following criteria:

- 1) Lecture attendance (7 lectures @ 5 points a lecture) = 35 points
- 2) Site visits and attendance (7 site visits @ 5 points a visit) = 35 points
- 3) Community profile presentation (100 points) = 100 points

The total points for the class are 170 points.

The following rubric will be used to assess the Community profile presentation:

	10 points	15 points	25 points
Presentation criteria	Needs improvement	Meets expectations	Exceeds expectations
Articulate the relevance of the barber shop in providing education and preventative services to their patrons	lacking significant information of the requirements of this section, very little detail	Include some of the major requirements of this section. Good detail	Includes the major requirements and very good detail
Articulate the health disparities facing African American communities and current theories concerning the etiology of disparities	Less than 5 health disparities listed and very little details	5 health disparities listed but no detail on the etiology	More than 5 examples of health disparities and good detail on the etiology
Other preventative interventions that could fit into a barber shop	An example with a needs statement	An example, with needs statement but lacking discussion of implementation	A good example with an outline of how this would be implemented and the need for such a program

	15 Points Needs improvement	25 points Meets expectations
Presentation Style	Powerpoint, lacking structure and overview of the process	Powerpoint, with clear sections and well constructed outline and conclusion including a brief summary of the interview process

Total points **100**

This is a credit no credit course and to pass students will be required to obtain 70% of the total points (119/170).

Remediation policy:

A student not passing the course will meet with the course coordinator shortly after the conclusion of the term to develop a remediation plan. Students will receive an incomplete, and complete an “incomplete contract”.

Course impact and evaluation

We will also use the assessment tools provided by the Harvard Project Implicit Project:

<https://implicit.harvard.edu/implicit/> to assess the impact of this immersion experience on student social attitudes

towards race and ethnicity and use this as a means of gauging the success of the program. In addition student evaluations of the course, instructors and facilitators will also be used as part of the course assessment.

Course Schedule:

	Instructor	LECTURE / ACTIVITY	Type	Dates/time/venue
1	Dr. Spocter Dr. Barnes Megan Elsenheimer	Introduction, site overview and project description	Lecture + small group learning	Tuesday, Jan 24th (7:00-8:00pm, SEC115)
2	Field Facilitator	Meet at DMU, Site overview and intro, group allocation and site visit	small group learning	Saturday, Sat 28rd (1:00-3:00pm, SEC115)
3	Dr. Streyffeler	Motivational Interviewing, recap and lecture	small group learning	Tuesday, Jan 31st (7:00-8:00pm, SEC115)
4	Field Facilitator	Students are expected to visit their sites and build the community profile.	small group learning	Saturday, Sat 4 th Feb (1:00-3:00pm, Site)
5	Dr. Salas	Screening and discussion (The Diversity & Health Series)	Lecture + small group learning	Tuesday, Feb 7th (7:00-8:00pm, SEC115)
6	Field Facilitator	Students are expected to visit their sites and build the community profile.	small group learning	Saturday, Feb 11th (1:00-3:00pm, Site)
7	Dr. Spocter	Debriefing session/ Discussion of the alignment with the themes introduced in the Diversity & Health Series	small group learning	Tuesday, Feb 14th (7:00-8:00pm, SEC115)
8	Field Facilitator	Students are expected to visit their sites and build the community profile.	Lecture + small group learning	Saturday, Feb 18th (1:00-3:00pm, Site)
9	Dr. Duffy	Lecture on Free Clinics and Immigrant Communities	Lecture	Tuesday, Feb 21th (7:00-8:00pm, SEC115)
10	Field Facilitator	Students are expected to visit their sites and build the community profile.	small group learning	Saturday, Feb 25th (1:00-2:00pm, SEC115)
15	Dr. Geletta	Available Resources for drawing up Community Profiles	Lecture	Tuesday, Feb 28th (7:00-8:00pm, SEC115)
16.	Field Facilitator	Students are expected to visit their sites and build the community profile.	small group learning	Saturday, March 24th (1:00-3:00pm, SEC115)
17	Dr. Spocter	Community Profile Presentations	Presentations	Tuesday, March7th (7:00-8:00pm, SEC115)