

Health Disparities for Health Science Students: An Anthropological Perspective

Josh Campbell

Task Analysis

August 14, 2016

Table of Content

Instructional Unit Title	Error! Bookmark not defined.
Overview of Instructional Unit	3
Goal of Instruction	3
Target Population Overview	3
Materials Needed for Your Unit of Instruction	4
Task Analysis with Supporting Performance Objectives	5
Task 1.0.....	5
<i>Performance Objective 1:</i>	5
<i>Performance Objective 2:</i>	5
<i>Performance Objective 3:</i>	5
Task 2.0.....	5
<i>Performance Objective 4:</i>	6
<i>Performance Objective 5:</i>	6
Task 3.0.....	6
<i>Performance Objective 6:</i>	6
<i>Performance Objective 7:</i>	6
Lesson Plans	7
Assessment and Evaluation Method	8
Appendix	12

Health Disparities for Health Science Students: An Anthropological Perspective

Overview of Instructional Unit

There is a lack of knowledge among our graduating students about issues of culture and root causes of health disparities in underserved populations. This lack of knowledge leads to a segregation of our student body as well as bias toward patients from underserved populations. Many of the students at Samuel Merritt University come from privileged backgrounds and have little knowledge of health disparities, their causes, and the communities they affect. This lack of knowledge is reflected in the relationships formed with both patients and colleagues.

Goal of Instruction

All students of Samuel Merritt University, who are entering as first semester learners will be able to use key anthropological concepts and identify root causes of health disparities to better understand the diverse backgrounds and socioeconomic factors experienced by their colleagues and patients in educational, personal, and clinical environments.

Target Population Overview

The students at Samuel Merritt University are all in health science programs and range in education from first bachelors through doctoral students. Most of our 1500 Students are between 18 and 35 years of age. The majority of our students identify as White while the second highest cultural demographic identifies as Asian followed by African American and Hispanic.

All of our students have at least two years of college before they transfer into our largest program, Bachelor of Science in Nursing; all other programs require an undergraduate degree and some require additional clinical experience on top of prior education.

The majority of the students in our programs have a desire to help people; and as such possess the capacity to empathize. These students also hold the ability to think critically and problem solve.

Materials Needed for Your Unit of Instruction

Babakueria (1986); Runtime: 29 minutes

First Contact (1983); Runtime: 58

TRANSforming Healthcare (2007); Runtime: 17 minutes

Split Horn (2001); Runtime: 56 minute

The Spirit Catches You and You Fall Down (1997) by Anne Fadiman

Indigenous Peoples and Diabetes: Community Empowerment and Wellness (2005)

by Gretchen Chelsea Lang and Mariana Leal Ferreira

Two-Spirit People (1991); Runtime: 20 minutes

Race: The Power of Illusion (2003); Runtime: 60 minutes

iClicker Audience Response System

Task Analysis with Supporting Performance Objectives

Task 1.0: Introduction to Anthropology and Colonialism

- 1.1. History of anthropology
- 1.2. Anthropological theories
- 1.3. Colonialism as a system of oppression
- 1.4 Findings in medical anthropology

***Performance Objective 1:** Students will be able to identify the different approaches used by the various schools of anthropology.*

***Performance Objective 2:** Learners will be able to define colonialism and describe the various ways it drives health disparities in minority communities.*

***Performance Objective 3:** Students will be able to situate local communities within larger historical, economic, and political processes that shape them.*

Task 2.0: Gender and Sexuality

- 2.1. Define Gender and sexuality
- 2.2. Gender and sexuality globally
- 2.3. Gender in medicine

***Performance Objective 4:** Learners will be able to describe the differences between gender, sex, and sexuality. Identify and analyze the links among gender, sexuality, identity, power, and social justice.*

***Performance Objective 5:** Identify and analyze intersections among gender and sexuality and other categories of difference, such as class, race, religion, nationality, and physical ability.*

***Performance Objective 6:** Learners will be able to describe the difficulties facing gender and sexually non-conforming communities in medicine.*

Task 3.0: Race, Ethnicity, culture, and Economics

3.1. Historical and contemporary perspectives on race and ethnicity

3.2. White Privilege realities, myths, misconceptions

3.4. Race, ethnicity, and economics in medicine

***Performance Objective 7:** Students will be able to identify and describe the differences between race, ethnicity, and culture.*

***Performance Objective 8:** Learners will define and identify white privilege as a result of colonialism.*

***Performance Objective 9:** Students will be able to describe and identify how these factors influence provider bias and healthy patient outcomes in case studies and clinical settings.*

Lesson Plans

Title and/or Lesson Plan #1: Introduction to Anthropology and Colonialism

Lesson Overview: This lesson will cover the history of anthropology and its early concepts on race and ethnicity. The ideas of colonialism and their lasting influences in today's society will be covered. This lesson will look at Medical Anthropology and how colonialism drives health disparities in contemporary communities.

Resources or Materials Needed

Babakiueria

Spirit Catches You Chapters 1-7

First Contact

Split Horn

Indigenous People and Diabetes Chapter 1 & 3

Performance Objective:

Students will be able to identify the different approaches used by the various schools of anthropology; define colonialism and describe the various ways it drives health disparities in minority communities; and situate local communities within larger historical, economic, and political processes that shape them

Time: 3 hours

Step 1: Pre-Instructional Activities: Students read chapters 1-7 of The Spirit Catches You and You Fall Down; chapters 1 and 3 of Indigenous Peoples and Diabetes and write a critical analysis of the readings in response to questions provided by the instructor. Learners will watch the films Babakiueria, Split Horn, and First Contact.

Step 2: Content Presentation: Content will rely on PowerPoint to serve as a visual companion to the lecture. The PowerPoint presentation will include photographs as well as bullet-pointed highlights of the lecture material.

Step 3: Learner Participation: As the information is conveyed to the learner they will be asked to answer, using iClick or similar product, quiz questions based on the immediate lecture material. After the material has been conveyed students will participate in small group discussion that will then be conferred with the broader class.

Step 4: Assessment: Students will be assessed on their participation of the in-class quizzes, a short Canvas quiz based on the lecture and reading materials, as well as completion of the assigned reading responses and previous week's field study.

Step 5: Follow-Through Activities: Students will be asked to make observations using anthropological methods in their daily lives and write a one-paragraph ethnographic response to these observations.

Assessment and Evaluation Method

1. Students must pass the Canvas quiz with an 80% or higher.
2. Ethnographies will be graded weekly using a rubric to ensure that students have used anthropological methods and used critical evaluation skills.
3. Reading responses will be graded using a rubric to ensure students have critically analyzed the material.

Title and/or Lesson Plan #2: Gender and Sexuality

Lesson Overview: This lesson will define gender and sexuality; it will look at how gender and sexuality are viewed in the United States versus other countries and cultures. Health disparities associated with gender and sexuality will also be discussed.

Resources or Materials Needed

Spirit Catches You Chapter 8-14

TRANSforming Healthcare

Two-Spirit People

Indigenous People and Diabetes Chapter 6, 7, & 10

Performance Objective:

Learners will be able to describe the differences between gender, sex, and sexuality; identify and analyze the links among gender, sexuality, identity, power, and social justice; identify and analyze intersections among gender and sexuality and other categories of difference, such as class, race, religion, nationality, and physical ability; and be able to describe the difficulties facing gender and sexually non-conforming communities in medicine.

Time: 3 hours

Step 1: Pre-Instructional Activities: Students read chapters 8-14 of The Spirit Catches You and You Fall Down Students; chapters 6, 7, and 10 of Indigenous Peoples and Diabetes and write a critical analysis of the readings in response to questions provided by the instructor. Learners will watch the film TRANSforming Healthcare and Two-Spirit People.

Step 2: Content Presentation: Content will rely on PowerPoint to serve as a visual companion to the lecture. The PowerPoint presentation will include photographs as well as bullet-pointed highlights of the lecture material.

Step 3: Learner Participation: As the information is conveyed to the learners they will be asked to answer, using iClick or similar product, quiz questions based on the immediate lecture material. After the material has been conveyed students will participate in small group discussion that will then be discussed with the broader class.

Step 4: Assessment: Students will be assessed on their participation of the in-class quizzes, a short quiz based on the lecture and reading materials, as well as completion of the assigned reading responses and previous week's field study.

Step 5: Follow-Through Activities: Students will be asked to make observations using anthropological methods on colonialism in their daily lives and write a one-paragraph ethnographic response to these observations.

Assessment and Evaluation Method

1. Students must pass the Canvas quiz with an 80% or higher.
2. Ethnographies will be graded weekly using a rubric to ensure that students have used anthropological methods and used critical evaluation skills.
3. Reading responses will be graded using a rubric to ensure students have critically analyzed the material.

Title and/or Lesson Plan #3: Race, Ethnicity, Culture, & Economics

Lesson Overview: This lesson will explore the differences between race, ethnicity, and culture; it will look at race as a cultural construct shaped by colonialism; and show how racial bias and segregation have driven the economic oppression of certain communities in the United States. It will also explore access to healthcare and health disparities in these communities.

Resources or Materials Needed

Spirit Catches You Chapter 15-19

Race: The Power of Illusion

Indigenous People and Diabetes Chapter 11, 18, & 19

Performance Objective:

Students will be able to identify and describe the differences between race, ethnicity, and culture; define and identify white privilege as a result of colonialism; and describe and identify how these factors influence provider bias and healthy patient outcomes in case studies and clinical settings.

Time: 4 hours

Step 1: Pre-Instructional Activities: Students read chapters 15-19 of *The Spirit Catches You and You Fall Down*; chapters 11, 18, and 19 of *Indigenous Peoples and Diabetes* and write a critical analysis of the readings in response to questions provided by the instructor. Learners will watch the film *Race: The Power of Illusion*.

Step 2: Content Presentation: Content will rely on PowerPoint to serve as a visual companion to the lecture. The PowerPoint presentation will include photographs as well as bullet-pointed highlights of the lecture material.

Step 3: Learner Participation: As the information is conveyed to the learners they will be asked to answer, using iClick or similar product, quiz questions based on the immediate lecture material. After the material has been conveyed students will participate in small group discussion that will then be discussed with the broader class.

Step 4: Assessment: Students will be assessed on their participation of the in-class quizzes, a short quiz based on the lecture and reading materials, as well as completion of the assigned reading responses and previous week's field study.

Step 5: Follow-Through Activities: Students will be asked to make observations using anthropological methods on colonialism in their daily lives and write a one-paragraph ethnographic response to these observations.

Assessment and Evaluation Method

1. Students must pass the Canvas quiz with an 80% or higher.
2. Ethnographies will be graded weekly using a rubric to ensure that students have used anthropological methods and used critical evaluation skills.
3. Reading responses will be graded using a rubric to ensure students have critically analyzed the material.

Appendix

Reading Response Rubric

Reading Response

Name: _____

These reading responses show that the reader can:

Comprehend

-- able to demonstrate understanding by explaining the key ideas from the text, both stated and unstated

Interpret and Connect

-- uses information from the text to interpret or connect the text to other situations or texts through analysis, evaluation, inference, or comparison

Provide Examples from the Text

-- includes specific text examples and important details to support fully my explanations

Balance Ideas

-- effectively weaves text examples into solid interpretations

Grade: _____/24

A, 24	A-, 23	B+, 22	B, 21	B-/C+, 20	C, 19
C-, 18	D+, 17	D, 16	D-, 15	F, 14 and below	

Field Notes Rubric

Fieldnotes

Name: _____

These fieldnotes:

Are thorough and complete

-- time was spent observing and recording

Are detailed

-- observations highlight a variety of factors, including time of day, weather, people (quantity, descriptions), objects, rituals, routines, use of space, etc

Are experiential

-- participation is evident, and embodied experiences and reflexivity are included (examples: mood at site; sensory qualities such as smells, colors, sounds, etc)



Include reflective notes and research questions

-- reflections and questions connect to themes of the course, and questions are answerable using the data collected

Grade: _____/25

A, 24	A-, 23	B+, 22	B, 21	B-/C+, 20	C, 19
C-, 18	D+, 17	D, 16	D-, 15	F, 14 and below	