**Comparative Perspectives in Health Equity - Sequence and Description of Activities**

-Day 1

Prep:

Assigned reading:

* Marmot, M., Friel, S., Bell, R., Houweling, T. A. J., & Taylor, S. (2008). Closing the gap in a generation: Health equity through action on the social determinants of health. The Lancet, 372(9650), 1661–9. Retrieved from <https://www.researchgate.net/publication/23460262_Closing_the_Gap_in_a_Generation_Health_Equity_Through_Action_on_the_Social_Determinants_of_Health>
* R. Duarte, K. Lönnroth, C. Carvalho, F. Lima, A.C.C. Carvalho, M. Muñoz-Torrico, R. Centis,Tuberculosis, social determinants and co-morbidities (including HIV),

Pulmonology,Volume 24, Issue 2,2018,Pages 115-119,

https://doi.org/10.1016/j.rppnen.2017.11.003.

<http://www.sciencedirect.com/science/article/pii/S2173511517301641>

Introductory asynchronous LMS post-artifact about what health means to them

Gather ideas about folk beliefs about health in their culture

In class: Icebreaker Padlet Map Hometown food

Discussion culture. Folk beliefs about health from their heritage

Brief Lecture: Social determinants of health

Introduce group project: Case study describing a health care challenge for a vulnerable population in each country that will include input from all health professions represented.

Group work: Discuss vulnerable populations and choose one to research in both countries during the week. Each group will discuss predetermined discussion questions to engage the small group in a zoom breakout session. Teams will sign up on a list of multiple suggested populations so that there will not be any repeats for the final project.

Other faculty resources for this session:

Martinez IL, Artze-Vega I, Wells AL, Mora JC, Gillis M. Twelve tips for teaching social

determinants of health in medicine. Med Teach. 2014; 6:1-6.

Association of Academic Health Centers Social Determinants of Health Initiative. Available

at: <http://wherehealthbegins.org/>

-Day 2:

Prep:

Assigned reading:

* “Relationships Matter: The Role for Social-Emotional Learning in an

Interprofessional Global Health Education.”  TT Guerin.  Journal of Law,

Medicine &amp; Ethics.  2014, Supp2, 38 – 44.

* CDC Racial and Ethnic Approaches to Community Health

<https://www.cdc.gov/nccdphp/dnpao/state-local-programs/reach/>

asynchronous post- use flip grid to make a short video including the way that you believe COVID-19 has affected you as a student and your health profession (or the way that your health profession treats patients) in your country during the pandemic. Please watch at least 1 video from each other health profession represented and make post a response to their video

In class:

Discussion: Cases

* White M; Evert J.  Developing Ethical Awareness in Global Health:

Four Cases for Medical Educators.  Developing World Bioethics.  2012; 14 (3), 111-116.

* Ethics in epidemics, emergencies and disasters: Research, surveillance

and patient care.  WHO training manual.  Available at: <http://www.who.int/ethics/publications/epidemics-emergencies-research/en/> Using Powerpoint set LO 6.4 Case Study and small group discussion about compassionate vaccine use in Ebola and considerations for vulnerable populations in a pandemic

* Tuffs A. (2009). Trial vaccine may have saved Hamburg scientist from Ebola fever. *British Medical Journal,* 388, b1223

Brief Lecture: ethics and partnerships

Group project: Consider your vulnerable population and list concerns in access to healthcare for that population in both countries? Are there similar challenges or different?

-Day 3:

Prep:

Assigned reading:

* Durand, A. Quality improvement and the hierarchy of needs in low

resource settings: perspective of a district health officer. Int J Qual Health

Care. 2010; 22(1):70-2. Available at:

<http://intqhc.oxfordjournals.org/content/22/1/70.long>

* Atuoye KN, Dixon J, et al. Can she make it? Transportation barriers to

accessing maternal and child health care services in rural Ghana. BMC

Health Serv Res. 2015 Aug 20;15:333. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4545969/>

Introductory asynchronous LMS post

After reading the Rural and Urban Area activities on the REACH website from day 2 and the readings for day 3, please make a post on the LMS about a community health gap that you have seen in your country? What are 2 factors related to individuals, communities, society, culture and the environment that affected the population’s health? Comment on a classmate’s post with an idea of a strategy that might be used to address that health gap.

In class:

Discussion culture, health systems, how do patients access healthcare in your country? Include insurance, referral networks, public/private sectors, etc.

Brief Lecture: Role of health professions in US and Mexico

Group project: With your team, choose a health problem your vulnerable population faces and identify ways that each health profession in your team contributes to decreasing the gaps for these patients. Discuss (and if necessary, research) what other health professions or services are available in your country and how can you help the patient to access them in Mexico and the US?

-Day 4:

Prep:

Assigned reading:

* Holmes, S. M., Greene, J. A., &amp; Stonington, S. D. Locating global health in social medicine.

Global public health. 2014, 9(5), 475 - 480.

 <https://www.ncbi.nlm.nih.gov/pubmed/24819951>

* Satcher, D. (2000). Eliminating global health disparities. JAMA, 284(22), 2864. Retrieved from <http://jama.jamanetwork.com/article.aspx?articleid=193359>

Introductory asynchronous LMS post

Identify and explain 3 barriers to primary care in your community. Who experiences these barriers and what do you think are some reasons why this occurs? What are some solutions that have been attempted in your community or at the national level? After posting, please respond to at least 3 classmates’ posts with your thoughts about whether the barriers may be similar or different in your setting or if you are aware of a different solution that has been tried elsewhere.

In class:

Group project: Teams will have class time to work in zoom breakout rooms so that faculty may review progress and provide feedback on final presentation with each group as they finalize their work

Building upon our prior discussions develop a presentation about a vulnerable population and discuss whether there are health inequities for this population in each community.

1) Start with a case to illustrate a major health issue facing the vulnerable population and why it should be addressed

2) Describe social, individual, and structural/systematic factors related to health inequalities among vulnerable populations (e.g., children, people with disabilities, racial/ethnic minorities, women, low socioeconomic status) in the United States and Mexico.

3) How do the health professions represented on your team play a role in reducing health disparities for your population?

4) Share potential social and policy interventions to improve health and reduce health disparities for your vulnerable population and compare and contrast potential responses in their respective countries.

-Day 5: Present projects. Each team will have 15 minutes to present a PowerPoint presentation prerecorded on zoom or a YouTube video (upload to LMS before class to ensure time limits are met). Approximately 5 minutes for question and answer will be available for each team.

Wrap-up and evaluation: 20-minute discussion. What was your favorite activity in this session? What was the part of the course you found most difficult? If we continue a portion of this class in the future, what would you want to be sure to cover prior to participating in a health care team with Hoy en tu Comunidad or a visit to the UF campus? Complete surveys.