

RACISM
is a Public
Health CRISIS

 National Nurses
Organizing
Committee

 National
Nurses
United

Racism: A Public Health Crisis

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June 23, 2020

Los Angeles Times

54 GETS YOU 4 MONTHS
FREEDOM OF THE PRESS

CALIFORNIA

San Bernardino County declares racism a ‘public health crisis’



In a 5-0 vote Tuesday morning, the San Bernardino County Board of Supervisors adopted a resolution declaring racism a public health crisis. (Los Angeles Times)

By ANDREW J. CAMPA | STAFF WRITER

JUNE 23, 2020 | 8:04 PM

While the COVID-19 pandemic has topped more than [10,000 confirmed cases in San Bernardino County](#), the Board of Supervisors on Tuesday declared it was the first California county to actively recognize another public health crisis: racism.

CORONAVIRUS AND PANDEMIC >

Unhappy with rules for reopening, Riverside

By a 5-0 vote Tuesday, the board adopted a resolution “affirming that racism [is] a public health crisis that results in disparities in family stability, health and mental wellness, education, employment, economic development, public safety, criminal justice and housing.”

Pandemic news, links and advice

Cases statewide »

920,025

confirmed

17,542

deaths



SEARCH

STUDENTS & RESIDENTS

NEWS & INSIGHTS >

DATA & REPORTS

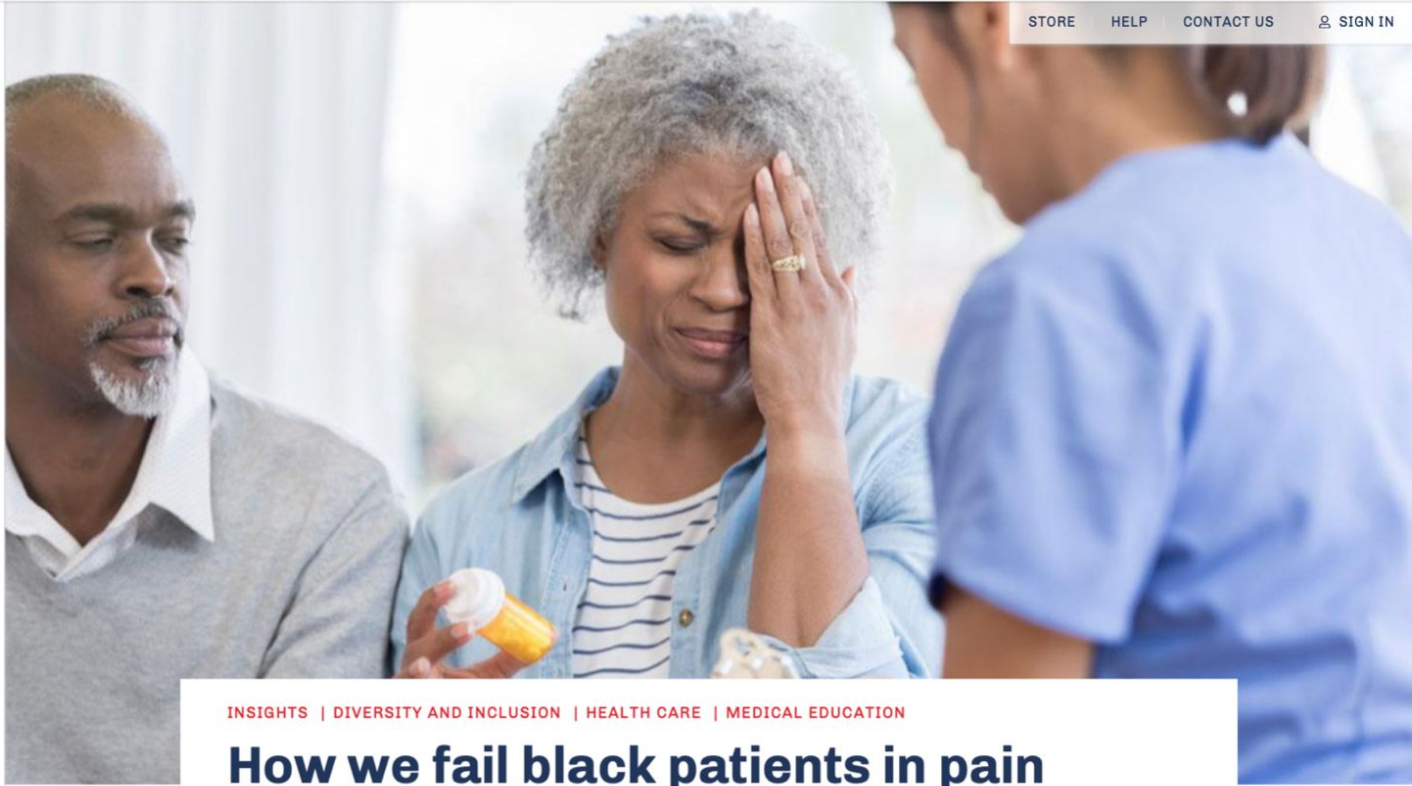
ADVOCACY & POLICY >

PROFESSIONAL DEVELOPMENT >

SERVICES >

WHO WE ARE >

WHAT WE DO >



INSIGHTS | DIVERSITY AND INCLUSION | HEALTH CARE | MEDICAL EDUCATION

How we fail black patients in pain

Janice A. Sabin, PhD, MSW

January 6, 2020

Half of white medical trainees believe such myths as black people have thicker skin or less sensitive nerve endings than white people. An expert looks at how false notions and hidden biases fuel inadequate treatment of minorities' pain.

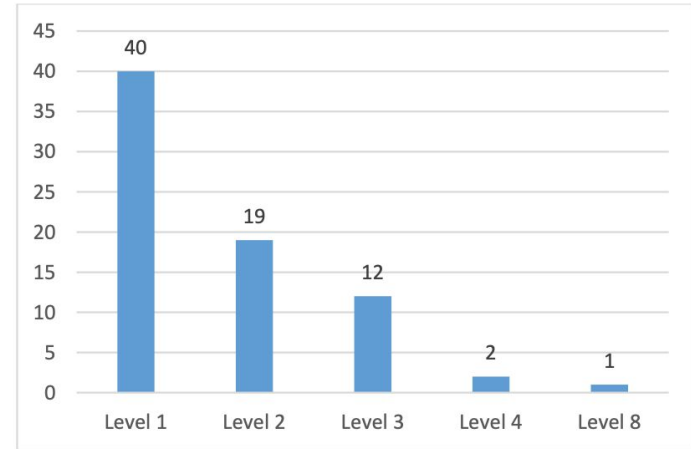


Background

Anti-Racism Curriculum in Medical Schools

- University of Minnesota (2016)
 - Medical School Curriculum on Racism Using Multidisciplinary and Multiracial Conversations
- University of Washington (2018)
 - Adopting an Anti-Racism Public Health Curriculum Competency
- Brown (2020)
 - Curriculum Changes
- UCSF (2021)
 - Anti Racism Toolkit

Figure 1. Number of U.S. Medical Schools Reporting Coverage of Racial Disparities in Medical Education Content by Academic Level^a



^aAcademic levels are major progression intervals in the curriculum that do not necessarily correlate to a curriculum year.



*What about Loma Linda
University?*

What WE did...

Create an elective for
the School of Medicine,

**“RACISM: A Public
Health Crisis”**

An interactive, **online synchronous discussion-based course** in which students will examine their own beliefs regarding racism and how it affects health and the delivery of healthcare.



LOMA LINDA
UNIVERSITY

*This curriculum is intended to bring a greater level of **awareness of attitudes about race/racism** by examining landmark incidents of healthcare injustice and systemic racism throughout America’s history and modern-day occurrences in society.*

Goals

1. Review **appropriate race-related terminology** to educate students and improve cultural humility.
2. Present tools that support a safe environment to **responsibly and productively discuss race** and systems of oppression.
3. Discuss the **historical context of racial oppression** in the United States.
4. **Responsibly illustrate disparities** experienced by various racial and ethnic groups in the healthcare system.
5. Determine appropriate measures and **approaches to address injustice** in a health-focused setting.

Framework

Racism in...

Self-awareness

- Language
- Bias

Society

- Education
- Law
- Economics
- Religion

Healthcare

- Medical History
- Patient Care
- Research
- Professionalism

LLU MS4 Elective Course

March/April 2021						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29 <u>Language</u>	30	31 <u>Bias</u>	1	2 <u>Society</u>	3
4	5 <u>Religion</u>	6	7 <u>Education</u>	8	9 <u>Economics</u>	10
11	12 <u>Law</u>	13	14 <u>Medical History</u>	15	16 <u>Healthcare 1: Research</u>	17
18	19 <u>Healthcare 2: Patient Care</u>	20	21 <u>Healthcare 3: Professionalism</u>	22	23 Presentations	24

*Developed and facilitated by students,
informed by...*

Advisors/Speakers

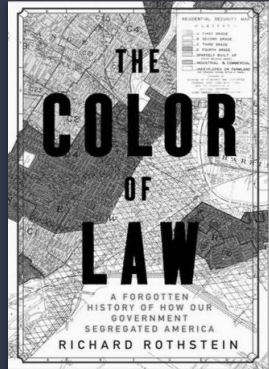
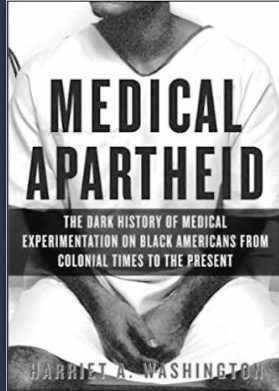
- Jeffon Seely
 - **Bias**
- Dr. Timothy Golden
 - **Law**
- Pastor Samuel Casey
 - **Religion**
- Dr. Marino De Leon
 - **Research**
- Dr. Jacinda Abdul-Mutakabbir
 - **Medical History**
- Dr. Leslie Cadet
 - **Professionalism**

Preceptors/Faculty

- **Bridgette Peteet**, PhD, MA
 - *School of Behavioral Health*
- **Janice De-Whyte**, PhD, MA
 - *School of Religion*
- **JC Belliard**, PhD, MPH
 - *School of Public Health*
- **Susanne Montgomery** PhD, MPH, MS
 - *School of Behavioral Health*
- **Karen Studer**, MD, MBA, MPH
 - *Assistant Professor, SOM, SPH*

*An **interdisciplinary approach** utilizing professional experience to
supplement knowledge within fields of specialty*

Course Instruction



Teaching Materials

- Lectures
- Assigned **book excerpts**, articles, podcasts, educational videos

Evaluation Measures

- Pre/post-Elective **survey**
 - *Assessing cultural/diversity awareness*
- Weekly **quizzes**
- **Discussion board** responses on canvas
- **Final project**

Syllabus, Canvas

Racism: A Public Health Crisis

Loma Linda University
(Spring 2021; CRN #####)

Course Meeting

March 29 - April 23, 2021; M/W/F, 9:00-11:00am

Catalog Description

The course will provide relevant history, information, and framework to address racism as a public health and social justice in order to promote improvement in the attitudes and actions of healthcare professional

Course Resources

Required Material(s): Medical Apartheid by Harriet A. Washington

Technical Requirements

Access to Instructure Canvas, Microsoft Office, Zoom

Course Structure

Racism in...	Session	Course Learning Goals
Self awareness	S1 Language (Class Introduction)	Recognize and improve use of appropriate race-related language in a safe environment to discuss race and systems of oppression
	S2 Bias	Move toward understanding and resolving personal biases
Society	S3 Society	Address how systemic oppression in the United States has dispersed across different groups of color
	S4 Education	Discuss the educational context of racial oppression in the United States
	S5 Law	Discuss the legal context of racial oppression in the United States
	S6 Economics	Discuss the economic context of racial oppression in the United States
	S7 Religion	Explore the connection between religion and racism
Healthcare	S8 Medical History	Deepen understanding of historical injustices in medicine and healthcare
	S9 Healthcare 1: Research	Discuss exclusionary practices experienced by various racial and ethnic groups in clinical research
	S10 Healthcare 2: Patient care	Illustrate primary, secondary, and tertiary health care disparities across different ethnic groups

Sample Module:

RACISM IN...Language (Self-awareness)

LEARNING RESOURCES

Please use the following resources to prepare for this session

S-1

WEBSITE: **Racial Equity Tools Glossary**

<https://www.racialequitytools.org/glossary#>

ARTICLE: **Racism in the English Language**

<https://www.pcc.edu/illumination/wp-content/uploads/sites/54/2018/05/racism-in-the-english-language.pdf>

VIDEO: **How to Deconstruct Racism, One Headline at a Time**

<https://www.youtube.com/watch?v=RZgkiEdMbSw>

PODCAST: **The Language of Racism [Podcast]**

<https://www.wbur.org/hereandnow/2020/07/23/language-racism-enslavement>

Additional Resources:

ARTICLE: **Cultural Humility vs Competence**

<https://www.tandfonline.com/doi/abs/10.1080/02615479.2014.977244>

Learning Outcomes

Recognize and improve use of appropriate race-related language in order to support a safe environment to discuss race and systems of oppression.

ASSIGNMENTS

Please complete the following activities

- [Discussion Board 1](#)
- [Quiz 1](#)
- [Pre-Survey](#)

Connect with the Instructor(s)

Bridgette Peteet

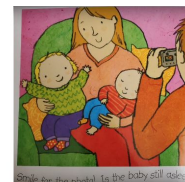
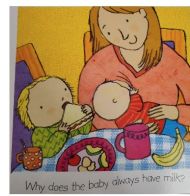
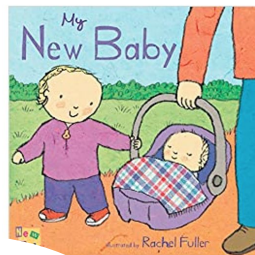
bpeteet@llu.edu

Office Hours: *by appointment*

Contact Information: ### #####

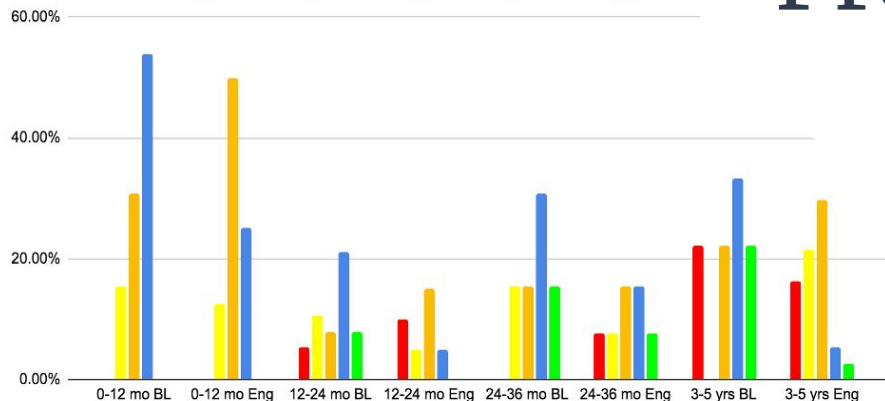
Diversity in Children's Literature

Christopher Galley
 Racism: A Public Health Crisis
 23 April 2021



Final Project

■ Percent 1 ■ Percent 2 ■ Percent 3 ■ Percent 4 ■ Percent 5



Category	2 (25%)	3 (50%)	4 (75%)	5 (100%)	N/A	Comments	Score
Some diversity (50% of characters are diverse); contains no stereotypes or				Features minority on bookcover or main character; >90% of characters are diverse; positively embraces		Caucasian family featured only	1



Category	1 (0%)	2 (25%)	3 (50%)	4 (75%)	5 (100%)	N/A	Comments	Score
Only one ethnicity featured; has racial stereotypes or negative portrayal of different ethnicities/cultures/disabilities/other minority groups			Some diversity (50% of characters are diverse); contains no stereotypes or negative portrayals		Features minority on bookcover or main character; >90% of characters are diverse; positively embraces different cultures or personal differences		Very diverse group of characters, including minorities and characters with disabilities	5

Challenges in...

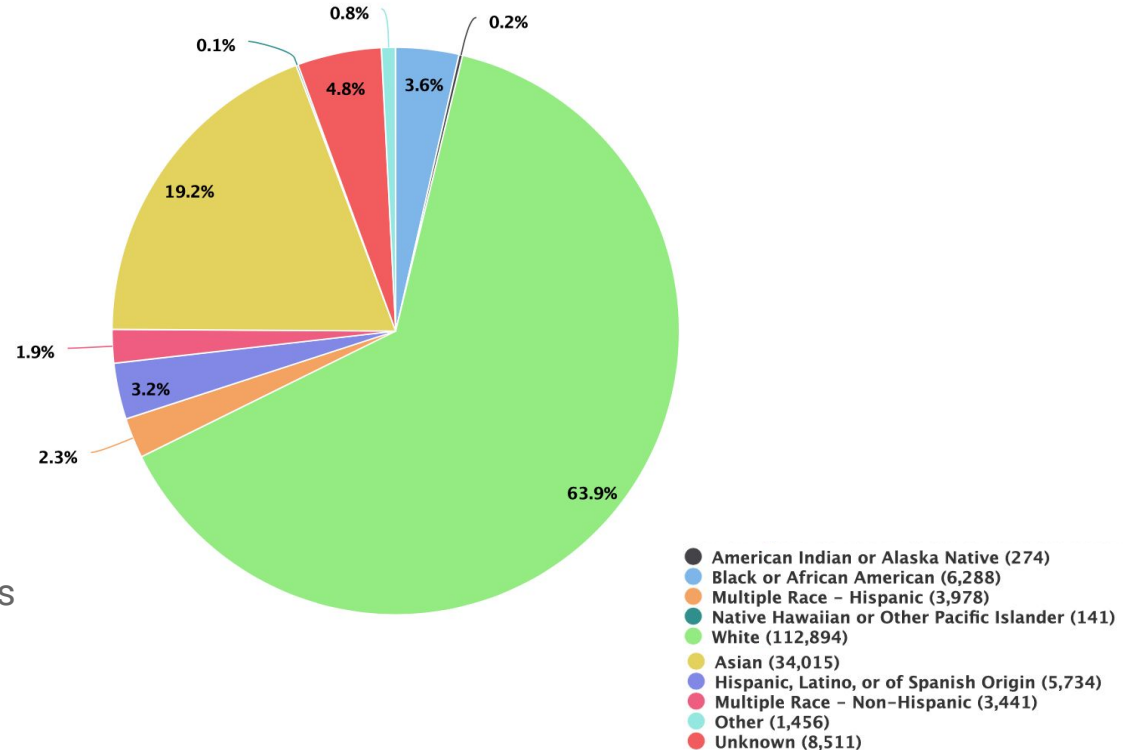
Development

- Traumatic Information
 - Interpersonal support
- Faculty
 - **Interdisciplinary approach**
- Elective Committee
 - Novel course

Implementation

- Microaggressions
- Handling challenging conversations
- Navigation through academia
 - *As full time students...*

Figure 15. Percentage of full-time U.S. medical school faculty by race/ethnicity, 2018.



Feedback

*"This class is very important and I believe it should be **required** course for medical students."*

*"I'm really enjoying the class and I've been telling others about it and **encouraging them to take it next year** if they have the opportunity. I also really appreciate the fact that there are different professors for different subjects. It's **refreshing** to hear lectures from people who are **experts in their fields.**"*

Feedback

*“This course has been excellent. The lessons have been **thought-provoking**, I'm being **challenged** and learning a lot. I feel that this space has been organized very well to allow for **safe discussion and growth**. Thank you for making this! Again, 10/10 experience with this class.”*

*“I believe we were able to have **healthy conversations** about race and the emotions surrounding what is happening. I felt that I was able to **express my views without fearing** people misunderstanding what I was saying or people listening to the context of my views...I have hopes in what this elective can do for my personal growth and development.”*

Feedback

*“Things I enjoy: simplicity, consistent class time & structure, organized canvas page, great speakers, relevant information, interesting and short articles (I like short and easy reads, because I feel like I can take away things much better), videos (I love video-based learning), and general energy of the class. **Everything, basically!**”*

*“I have absolutely loved this course so far. I am impressed at the reading material and the lectures. The course has **re-fueled** me. The material/discussion will be **invaluable** to my practice as a physician.”*

Next Steps...



Elyse Webster



Simone DeShields

*“Not everything that is faced can be changed, but
nothing can be changed until it is faced.”*

James Baldwin

