

Africana Community Health Internship

Department of Africana Studies, Rutgers University

3 Credits

Course Description

Race through Health Mentoring is a 300 -level credit course. This independent research opportunity allows you to find a physician or another health care provider in which to “shadow” and be mentored by, which entails observing the doctor or health care provider on a weekly basis and keeping a journal of the day’s thoughts, events, and questions. This health care provider will act as a mentor for students in order to guide them through the course. You will focus on a variety of topics including, but not limited to: (1) the responsibilities of the doctor or health care provider within the facility, (2) the doctor’s or health care provider’s interactions with overall environment, i.e. relationships with other doctors, co-workers, patients, (3) how the doctor or health care provider is perceived by others, (4) treatment of patients by physician – including both positive and negative aspects, i.e. racial factors, economic factors and, (5) ethical/ moral decision making process. Through this real word experience you will gain insight on everyday health issues and earn course credit at the same time.

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Required Readings

- €Askin, Elisabeth, and Nathan Moore. *The Health Care Handbook: a Clear and Concise Guide to the United States Health Care System*. Washington University in St. Louis, 2014.
- €Braithwaite, Ronald L., et al. *Health Issues in the Black Community*. Jossey-Bass.
- €DeBuono, Barbara A., and Hugh Hanna. Tilson. *Advancing Healthy Populations: the Pfizer Guide to Careers in Public Health: a Must-Have Guide That Profiles the Life and Work of Professionals in Public Health*. Pfizer Pharmaceuticals Group.
- €Reed, Wornie L., et al. *Health and Medical Care of African-Americans*. Praeger.

Academic Integrity

You will be held to the Rutgers Policy on Academic Integrity, which can be found online at academicintegrity.rutgers.edu. If you have any question regarding plagiarism or related topics please ask. Cheating, fabrication, facilitating academic dishonesty or plagiarism will be reported. Depending on the individual case you might fail the assignment or the class, be required to take the ethics seminar, be placed on disciplinary probation, or be suspended from Rutgers for a semester or more.

Grading Rubric

Midterm Checkpoint (40%)

- €15%- Up to date weekly logs
- €25%- Health Disparity proposal/rough draft

1. Problem
2. Question
3. Epidemiology
4. Symptoms
5. Prevalence
6. Incidence
7. Modes of transmission
8. Socioeconomic status
9. Prevention and Intervention
10. Programs
11. Budget
12. Diagnosis
13. Treatment
14. Role of government
15. Research implementation
16. Cultural sensitivity and cultural competence

Final Project Presentation (60%)

- €10%- Completed Shadowing hours with signature from clinical supervisor
- €5%- Completed Binder with all required contents
- €15%- Final Reflections Paper
- €30%- Oral Group Presentation

Assignments

All students are expected to complete all of the following requirements. Failure to do so will result in grade deductions.

- €Minimum of 30 logged shadowing hours at an **approved** clinical setting
 - If you have trouble finding a clinical setting, one can be assigned to you.
- €Personal Weekly Activity Log
- €Weekly Reading Assignments
- €Reflections Paper
 - 3 typed pages, double spaced on your site study experience. Include: site background information, notes, facts, statistics, and your personal revelations:
 - How did this experience affect your decision to work in the healthcare field?
 - Did this experience make you want to continue to pursue this type of career?
 - What are some of the new perceptions of the healthcare field and how has it changed your view?
- €Health Disparity Analysis Group Project
 - In a group of 2 or 3 students, select a particular health disparity that is relevant to your clinical setting

- Research into the selected disparity and present relevant statistics and facts in regards to the disparity
- Each student must present a personal experience from their clinical setting that is relevant to the chosen disparity
- Hand in all information into a well-organized binder with the following contents:
 - Title Page
 - Table of Contents
 - Student Time Log Sheet (signed by clinical supervisor)
 - Updated Weekly Log
 - Final Reflections Paper
 - Health Disparity Analysis & Clinical Correlates (if PowerPoint used, must be printed and included in binder)
- Students are expected to present their presentation on their chosen health disparity at the end of the semester in class.

Course Outline

***Note that readings are subjected to change and syllabus will be updated regularly. Exact readings to be determined**

Week 1	<p>African American Health</p> <p>Getting to know you and the course.</p> <p>Field experience of 80 minutes</p> <p>Meet health care provider and learn about African American Health in general. Be able to identify glaring key problems that you wish to further learn about and to present to the class.</p> <p>Record observations in weekly log</p> <p>Supplemental Reading: Chapter 1 in Health Issues in the Black Community “<u>African American Health: An Overview</u>”</p>
Week 2	<p>The Sociodemographic Context</p> <p>Field experience of 80 minutes</p> <p>Observe health care provider and learn about the general health status of the African American community and sociodemographic context within that to be able to speak about and present in class.</p> <p>Record observations in weekly log</p> <p>Supplemental Reading: Chapter 1 in Health and Medical Care of African-Americans “<u>Health Status and Sociodemographic Context</u>”</p>
Week 3	<p>Hypertension in the African American Community</p> <p>Field Experience of 80 minutes</p> <p>Observe health care provider and learn about the causes of Hypertension as it pertains to the African American Community to be able to speak about and present in class.</p> <p>Record observations in weekly log</p>

Supplemental Reading: Chapter 12 in Health Issues in the Black Community “Hypertension In African American Communities”

Week 4 Diabetes in the African American Community
Field Experience of 80 minutes

Observe health care provider and learn about the mortality of African Americans with diabetes ranging from 30 to 50 years old in Middlesex County to be able to speak about and present in class.

Record observation in weekly log

Supplemental Reading: Chapter 14 in Health Issues in the Black Community “Health Disparities: The Case for Diabetes”

Week 5 Cancer in the African American community
Field Experience of 80 minutes

Observe health care provider and learn about the mortality of African Americans with cancer and how it compares to other races to be able to speak about and present in class.

Record observation in weekly log

Supplemental Reading: Chapter 13 in Health Issues in the Black Community “A General Overview of Cancer in the United States: Incidence and Mortality Burden among African Americans”

Week 6 Oral Health in the African American Community
Field Experience of 80 minutes

Observe health care provider and learn about the issues pertaining to oral health and how to stop these issues. Be comfortable enough to be able to speak about and present in class.

Record Observations in weekly log

Supplemental Reading: Chapter 16 in Health Issues in the Black Community “Oral Health”. Chapter 3 in Advancing Healthy Populations: the Pfizer Guide to Careers in Public Health: a Must-Have Guide That Profiles the Life and Work of Professionals in Public Health. “Oral Health”

Week 7 **MIDTERM CHECKPOINT 40%**
5%- Up to date weekly logs with appropriate book references and personal experiences
5%- Health Disparity proposal/rough draft

Week 8 Adverse Birth Outcomes
Field Experience of 80 minutes

Observe health care provider and learn about the issues pertaining to infant mortality and issues with pregnancy in the African American community to be able to speak about and present in class.

Record observation in weekly log

Supplemental Reading: Chapter 2 in Health and Medical Care of African-Americans “Adverse Birth Outcomes: Infant Mortality, Low Birth Weight, and Maternal Deaths”

Week 9 AIDS/HIV in the African American Community
Field Experience of 80 minutes

Observe health care provider and learn about the issues pertaining to AIDS/HIV and its prevalence in the United States as compared to other countries to be able to speak about and present in class.

Record observation in weekly log

Supplemental Reading: Chapter 13 in Health Issues in the Black Community “HIV/AIDS in the Black Community”

- Week 10 Tobacco Use
 field Experience of 80 minutes
- observe health care provider and learn about the issues pertaining to tobacco use and its impact the community and economic status. Be able to speak about and present in class.
- record observation in weekly log
- Supplemental Reading:** Chapter 19 in Health Issues in the Black Community “Tobacco Use and the Black Community in the United states: A Community Focused Public Health Model for Elimination Population Disparities”
- Week 11 Health Disparities and Access to Medical Care
 field Experience of 80 minutes
- observe health care provider and learn about the issues pertaining to the health disparities and the unfair access to medical care in the African American Community to be able to speak about and present in class. Be able to provide specific examples.
- record observation in weekly log
- Supplemental Reading:** Chapter 28 in Health Issues in the Black Community “Closing The Gap: Eliminating Health Disparities”
- Week 12 Alcohol Use in the African American Community
 field Experience of 80 minutes
- observe health care provider and learn about the issues pertaining to alcohol use and how it effects health care providers to be able to speak about and present in class.
- record observation in weekly log
- Supplemental Reading:** Chapter 20 in Health Issues in the Black Community “Alcohol Use and the Consequences for Blacks”
- Week 13 Physical Activity
 field Experience of 80 minutes
- observe health care provider and learn about how physical activity effects African American patients and whether it harms them thru overuse of body or helps them through staying active. Be able to speak about and present in class.
- record observation in weekly log
- Supplemental Reading:** Chapter 20 in Health Issues in the Black Community “Alcohol Use and the Consequences for Blacks”
- Week 14 **FINAL PROJECT PRESENTATION (60%)**
- 0%- Completed Shadowing hours with signature from clinical supervisor
- 10%- Completed Binder with all required contents
- 5%- Final Reflections Paper
- 30%- ORAL GROUP PRESENTATION**