

# Creighton University School of Medicine - Course Catalog - 2020-2021

<b>Inter-departmental Courses: IDC-IDC485 - LGBTQIA Health Disparities: Issues and Strategies (OMA)</b>	
Elective/Selective	Elective
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
Clinical/Non-Clinical	Non-Clinical
Course Directors	Sade Kosoko-Lasaki, MD, MSPH, MBA Michael Greene, MD
Contact person and contact information	Phebe Mercado Jungman Email: PhebeJungman@creighton.edu Phone: 402-280-2124 Health Sciences Multicultural and Community Affairs 2500 California Plaza Hixson-Lied Science Bldg, Room G13 Omaha, NE 68178 Fax: 402-280-4030
Length of Course	2 weeks
Frequency of Presentation	Continuously
Maximum Number of Students	6 (Students can take this course remotely. Meetings/presentations can be done via zoom)
First Day Instructions	Where to go: HS-MACA, Hixson-Lied Sci Bldg, Ste G13 When to be there: Call Phebe Jungman for appointment 402-280-2124 Who to meet: Dr. Kosoko-Lasaki and Phebe Jungman What to bring: N/A
Course Goal	Students will have the opportunity, through independent inquiry of the LGBT community, to investigate: <ul style="list-style-type: none"> <li>•Identify health care disparities affecting LGBTQIA populations, and resulting specific health care needs.</li> <li>•Examine methods of how the disparities can be effectively reduced.</li> <li>•Recognize the terminology related to LGBTQIA populations.</li> </ul>
Course Objectives	SYSTEMS BASED PRACTICE <ul style="list-style-type: none"> <li>•Identify and describe the distribution of health inequalities in the LGBTQIA community and their contributing factors across population groups and disease outcomes.</li> <li>•Investigate interactions of culture, class, demographics, and health care providers distribution that serve the LGBTQIA community.</li> <li>•Explore strengths and weaknesses of healthcare providers to improve health outcomes in LGBTQIA community.</li> <li>•Describe and critique current medical care, and social interactions experienced by the LGBTQIA community.</li> </ul>

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IDC-IDC485 continued. . .	
Course Description	Lesbian, Gay, Bisexual, Transgender, Transexual, Queer, Questioning, Intersex, Intergender, Asexual/Aromantic (LGBTQIA) individuals face well-documented disparities when interacting with the health care system including: poorer access to needed care, bias and discrimination, a lack of provider knowledge and/or comfort in providing care, absent or suboptimal risk factor assessment, and medical management of diseases that is not grounded in the current evidence-based practices. These disparities can lead to unnecessary and preventable negative health outcomes. Students will examine LGBTQIA health disparities, policies, systems, and recommend possible solutions. This course recognizes the right of the LGBTQIA individuals to receive primary and comprehensive health care. Students will determine the importance of responding respectfully to and preserving the dignity of LGBTQIA community both within and outside of health and social systems.
Learning Activities (Learning Activities, Conferences, Schedule)	<ul style="list-style-type: none"> <li>•View 10-minute LGBTQIA Healthcare Training Video: "To Treat Me, You Have to Know Who I Am."</li> <li>•Attend one of the three (3) 90-minute GLMA webinars "Quality Healthcare for Lesbian, Gay, Bisexual &amp; Transgender People."</li> <li>•Obtain final paper topic approval from Dr. Kosoko-Lasaki.</li> <li>•Write a 6-page, double-spaced paper on the subject. Paper should be written APA style.</li> <li>•Meet with Dr. Kosoko-Lasaki to discuss assignments/progress.</li> <li>•Identify healthcare disparities facing lesbian, gay, bisexual, and transgender individuals.</li> <li>•Meet with at least one health care professional who is knowledgeable about the LGBTQIA Health Disparity topic chosen.</li> <li>•Students must also meet with Dr. Goodman and Dr. White during the 2-week elective. Dr. Goodman and Dr. White will provide advice and counsel to the students as complete LGBTQIA Health Disparities Research.</li> <li>•Present the paper at a disparity-related forum such as Common Ground or other Health Disparity program before graduation from medical school.</li> </ul>
Student Evaluation (Formative & Summative)	<p>1. Formative: Verbal discussions at the beginning of the course and at the end of the course.</p> <p>2. Summative: The course directors will complete an evaluation report on the research project.</p> <p>Each student will research and produce a critical evaluation of a health disparity in the LGBTQIA Community. The paper will be graded for credit and published on the CPHHE website as a resource for physicians and patients.</p>
Course Grade	Honors are unavailable for the course. The course grade will be determined by the final paper and literature review conducted.
Grading Policy	<p>Satisfactory (SA) or Unsatisfactory (UN) only:</p> <p>Satisfactory (SA) The student completes all Elective requirements in a satisfactory manner as defined by the Elective syllabus.</p> <p>Unsatisfactory (UN) The student fails to meet the minimum requirements for an elective as defined in the syllabus or attains an overall elective average less than 65%, or attains an overall elective average of 70% AND has previously received a grade of UN and/or a temporary grade of I (i.e.,</p>

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Grading Policy cont.	<p>the student had a final Elective average between 65-70%) in two or more electives in that Component.</p> <p>Incomplete (I)            A student may temporarily receive a grade of Incomplete (I) if he/she:            •Has been granted an extension to complete elective requirements (e.g., OSCE, H&amp;Ps, written assignments, etc.)            The grade of Incomplete (I) is changed to Satisfactory (SA) when the student satisfactorily completes all required work, including make-up examinations (if applicable for the Elective), or elective within the time granted for the extension. If the student has not completed the required work in a satisfactory manner within the time granted (in no case later than one year after the completion of the original Elective), the Incomplete (I) is changed to Unsatisfactory (UN).</p>
Student Evaluation of Elective/Selective and Faculty	<p>Students will have an online opportunity to evaluate the course and course faculty after the course ends. Constructively evaluating the curriculum ensures the best possible education for current and future students. We use the students' professional opinion of the curriculum and teachers to continually improve our education program.</p>
Textbooks	<p>Health Care Disparities and the LGBT Population Health Care Disparities and the LGBT Population by Vickie L. Harvey, Teresa Heinz Housel, April 1, 2014 – (supplied). Additional reports, articles and videos may be supplied. (If you are in Phoenix, the book will be available to check out from Erica Swanson.)</p>
Campus	Omaha (OMA), Phoenix Regional Campus (PRC)
Student Level	M4
Course Director's email	skosoko@creighton.edu