

**Sinclair Community College, Division of Allied Health Technologies**

**ALH 210 – Introduction to Community Health Advocacy**

**CLASS #17 HEALTH DISPARITIES**

**Course Objectives:**

Demonstrate an understanding of disparities in health care as defined by Healthy People 2010.

**Class Objectives:** Students will be able to

1. Explain the concept of health disparities among and between different populations of people
2. Articulate specific examples of health disparities: cardiovascular, infant mortality, diabetes
3. Describe the multiple contributing factors to health disparities among and between different populations.
  - a. Understand the importance of seeking care early and often
  - b. Describe patient, environmental, clinical encounters, systems level factors.

**Participants:**

Instructors  
Students

**Materials/Resources Needed:**

Flip Charts with Headings listed: Disparity, Individual Lifestyle, Environment, Clinic, System; Markers  
Powerpoint  
CD “Measuring Health Disparities”  
Handouts  
Healthy People 2010 document

**Equipment Needed:**

Projector, laptop,

**Plan for the Class:**

- I. **Questions, comments from class on last session Broad Determinants of Health and Public Health**

## **II. Health Disparities – Powerpoint presentation**

1. mini-lecture introduction, main points to be communicated: Data and facts
  - a. Deaths by race Ht disease, Stroke, Cancer
  - b. Morbidity by race
  - c. Access to health care by race
  - d. Health insurance by race
  - e. Racial diversity
  
2. View CD Rom “Measuring Health Disparities” available from: the Michigan Public Health Training Center at <http://measuringhealthdisparities.org>.  
Program gives an excellent overview of health disparities with group activity, review questions and answers. Instructor is to pause at slides where discussion or feedback is indicated.

### **Break (15 minutes)**

3. Exercise
  - a. purpose of the exercise: identify personal experience and relate to issue of disparity
  - b. Each student will be asked to share an experience they or friend/family member have had where membership in a certain population group has affected their health
  - c. Specific example will be listed on flip chart. Then factors contributing to that experience will be identified and listed under specific heading. May need to probe: “How would you tell someone that says to you, I have uncontrolled diabetes because I am black”.
  - d. After first demonstrating, ask student to take the role as scribe. Ask, “What could we do to help?” List ideas on flip chart. Will be looking specifically for Education of consumers and providers and organizations. Social Capital—improving systems.
  - e. Suggestions need to be culturally acceptable—“How can we make this relevant to that individual.”

## **III. Conclusion**

1. Ask for Action Steps: What are you going to take away from this discussion.
2. Ask for questions/need for clarification from the class
3. Preview next class – Cultural Competency. Assignment: ask students to go to <http://www.nynj-phtc.org/cc2/home/cc2-login.cfm> and complete the “Bamboo Dragon” assignment