San Bernardino County declares racism a ‘public health crisis’

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.”

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.
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*

*Academic levels are major progression intervals in the curriculum that do not necessary 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.

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
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>29 Language</td>
<td>30</td>
<td>31 Bias</td>
<td>1</td>
<td>2 Society</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5 Religion</td>
<td>6</td>
<td>7 Education</td>
<td>8</td>
<td>9 Economics</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>12 Law</td>
<td>13</td>
<td>14 Medical History</td>
<td>15</td>
<td>16 Healthcare 1: Research</td>
<td>17</td>
</tr>
<tr>
<td>18</td>
<td>19 Healthcare 2: Patient Care</td>
<td>20</td>
<td>21 Healthcare 3: Professionalism</td>
<td>22</td>
<td>23 Presentations</td>
<td>24</td>
</tr>
</tbody>
</table>
An interdisciplinary approach utilizing professional experience to supplement knowledge within fields of specialty
Course Instruction

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

Teaching Materials

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 ####)

#### Catalog Description

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

#### Course Resources

**Required Materials:** Medical Apartheid by Harriet A. Washington

**Technical Requirements:** Access to Instruction Canvas, Microsoft Office, Zoom

#### Course Structure

<table>
<thead>
<tr>
<th>Racism In...</th>
<th>Session</th>
<th>Course Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-awareness</td>
<td>Language Class Introd.</td>
<td>Recognize and improve use of appropriate race-related language environment to discuss racism and systems of oppression</td>
</tr>
<tr>
<td></td>
<td>Bias</td>
<td>Move toward understanding and resolving personal biases</td>
</tr>
<tr>
<td>Society</td>
<td>Society</td>
<td>Address how systemic oppression in the United States has shaped color</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>Discuss the educational context of racial oppression in the U.S.</td>
</tr>
<tr>
<td></td>
<td>Law</td>
<td>Discuss the legal context of racial oppression in the U.S.</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>Discuss the economic context of racial oppression in the U.S.</td>
</tr>
<tr>
<td></td>
<td>Religion</td>
<td>Explore the connection between religion and race</td>
</tr>
<tr>
<td>Healthcare</td>
<td>Medical History</td>
<td>Deepen understanding of historical injustices in medicine and healthcare</td>
</tr>
<tr>
<td></td>
<td>Healthcare 1: Research</td>
<td>Discuss racial and ethnic disparities in clinical research</td>
</tr>
<tr>
<td></td>
<td>Healthcare 2: Patient care</td>
<td>Illustrate primary, secondary, and tertiary health care disparities in ethnic groups</td>
</tr>
</tbody>
</table>

### Sample Module:

#### RACISM IN... Language (Self-awareness)

**LEARNING RESOURCES**

- **WEBSITE:** Racial Equity Tools Glossary  
  [https://www.racialequitytools.org/glossary#](https://www.racialequitytools.org/glossary#)

- **ARTICLE:** Racism in the English Language  

- **VIDEO:** How to Deconstruct Racism, One Headline at a Time  
  [https://www.youtube.com/watch?v=R2sk1EdM65w](https://www.youtube.com/watch?v=R2sk1EdM65w)

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

**Additional Resources:**

- **ARTICLE:** Cultural Humility vs Competence  
  [https://www.tandfonline.com/doi/abs/10.1080/02615479.2014.977244](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

- 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
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.”
“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