Spring, 2019
Theme: Health Services Issues Facing Structurally Vulnerable Populations

Class Location: Stein Building Room 143
Meeting time Tuesdays 2:00-3:30 PM

Instructors' Information

Instructors      Email
Victoria D. Ojeda, PhD  voleuda@ucsd.edu
Associate Professor
UCSD School of Medicine

Jose-Luis Burgos, MD, MPH  jburgos@ucsd.edu
Assistant Professor
UCSD School of Medicine

Office Location & Hours
MTF Room 181B, Tuesdays, 12pm-1pm
and by appointment

Dr. Burgos: Magnolia Building
Room #8, Thursdays 12pm-1pm
and by appointment

Teaching Assistant      Email
Robert Lundquist  rlundquist@ucsd.edu

Office Hours: MTF Building,
Tuesdays 3:30 to 4:30 pm
Scope & Objectives

Description

Tijuana, Mexico is a metropolis that experiences high volumes of migration flows from within Mexico, and from migrants who are in transit to the US or other destinations. This course aims to introduce students to the physical and mental health needs of vulnerable migrants as well as other socially marginalized communities, including substance users, LGBTQ, deportees, and the homeless and medically indigent. Students will become integrated into a free clinic in Tijuana where they will obtain community-based field experiences in interacting with these populations while learning about delivering evidence-based health care in under-served settings. Academic deliverables will help students gain new skills that can be useful for their current and future courses and also help them prepare for an academic career.

Objectives

1) To learn about the physical and mental health needs and social determinants of health among marginalized populations living in Tijuana’s Zona-Norte, adjacent to the Tijuana-San Diego border. We emphasize HIV, substance abuse, mental health, and issues affecting the local LGBTQ community.

2) To participate in healthcare with underserved individuals in Tijuana’s Zona-Norte served by the HFIT Student Run Free Clinic in Tijuana. The HFIT Clinic employs cost-effective evidence-based practices.

3) To list barriers to access healthcare services by migrant populations living in Tijuana.

4) To identify binational social, healthcare and mental health care resources to address the needs of marginalized individuals in Tijuana’s Zona-Norte.

5) To build cross-border community amongst students, faculty and community workers participating in the HFIT program.

6) To gain experience in analyzing and writing research proposal about a public health topic as it pertains to vulnerable communities in Mexico and the border region and implications for health service delivery at the HFIT clinic.

7) What’s New: During the Spring quarter, the course will focus on how individuals connect to the health care system, using one case study to explore the complexities of health services issues from a patient perspective. Through diverse readings and this case study, it is expected that students will be able to consider health systems factors that contribute to patient health and well being. Students will be expected to work in a group setting to develop a poster project that applies these learnings to a specific topic of their choice and the HFIT clinic context and thus make recommendations on improving the HFIT clinic for patients, students and clinicians. Students will be expected to work collaboratively with their teams throughout the quarter (e.g., in and outside of class).
Course Organization

Classes

Students are required to attend all UCSD classes (see schedule for times and locations) and to participate in onsite field classes. The classes are intended to provide information about the HFIT clinic, acquaint students with the Mexican health care systems, specific health and social needs of HFIT patients, and train in the various supervised clinic activities. The structure of each session will vary according to the topic, ranging from seminars, case-studies to hands-on workshops.

Primary Care Clinic

During each quarter, each student will attend at the four to five required clinic sessions per quarter. Students will be required to complete all travel requirements to Mexico.

Dress (Per the UCSD School of Medicine Student Dress Code)

Students represent not only themselves but also the medical profession to those with whom they have contact. Appropriate casual professional attire should be worn, especially when students are in the patient care settings or when contact with patients is anticipated. Students should be aware that personal appearance may serve to inspire or hinder the establishment of the trust and confidence that are essential in the doctor-patient relationship. Students will be required to wear a badge identifying them as UCSD students and the HFIT Clinic Scrubs. Sandals, beach wear, and shorts are not considered appropriate dress.

Homework and Assignment Instructions

File upload Instructions

All assignments and homework will be submitted via the Qualtrics course survey by noon on the due date. The filename should be written as follows:

1) For individual assignments, use these instructions: GLBH111, lower-dash, the student's last name, a lower-dash, and the due date. Example: GLBH111_Smith_Apr-16-19.pptx".
2) For group assignments, add all co-authors' last names and use this example: GLBH111_Ojeda_Burgos_Lundquist_Apr-16-19.pptx".

File types accepted:

For this course, we only accept Microsoft Word and PowerPoint. Do not submit Google links, or PDFs, or other file types—these will not be read.

Written Assignment #1: PowerPoint

Use the PowerPoint template provided by the instructors to prepare the poster that will be presented during the Finals Week class meeting. Detailed instructions are provided by Week 2.

Assignment #2: Team Oral Presentation

All students will disseminate the findings of their work to the class during Finals Week. Each group will be provided with a total of 10 minutes for the presentation. A question and answer section will follow the presentation. Below are the required slides; no additional slides can be added.

Slide 1: Title slide with your project and name of team members
Slide 2: Introduction
Slide 3: Relevance to HFIT and or Services Provided
Slide 4: Proposed Research Methods or Protocols
Slide 5: Discussion
Slide 6: Acknowledgments & Q & A
Participation in the student-led fundraising activities will be eligible for extra credit up to 5% (1% point for each activity, for a total of up to 5 points added to the grade).

Student Evaluation of course & faculty

Students must complete anonymous course and faculty evaluations of this and all School of Medicine courses in order to receive a grade.

Grading/assessment & Evaluation of student performance

Criteria for Passing Grade

| Writing Assignment #1: Poster | 40 |
| Assignment #2 Final Oral Presentation | 10 |
| Team member evaluations | 10 |
| Classroom Attendance & Participation | 10 |
| Homework and Quizzes | 10 |
| Attendance & Participation at Tijuana HFIT clinic trips | 20 |
| Extra credit points (optional) | 5 |

Week | Topic | Grade Points | Homework Readings

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<tr>
<th>COURSE INTRODUCTION</th>
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<tr>
<td>• HFIT History</td>
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<td>• Global Health Medical Voluntourism &amp; Medical Missions</td>
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<td>• Teamwork</td>
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Robert: Case study of US student led medical mission

1- April 2 | Class Activity |
| Pick a topic // team in class |

2- April 9 | Health systems in the US and Mexico 2019 update | READINGS DUE TODAY |
**Case Study: Introduction to the binational older adult oncology patient**

**HOMEWORK DUE:**

1. Go to Librarian Ms. Karen Haskett for the Zotero training this week
2. CITI training certificate required by this session
3. HIPAA training and certificate required by this session

**BORDER HEALTH:**

**Dr. Chuck Matthews**

How do changes in the Mexican and U.S. health care systems impact border health?
- Brexit case
- Asylum seekers in San Diego

3- April 16

**READINGS DUE TODAY**

- Albaladejo Angelika. Care and the caravan: the unmet needs of migrants heading for the US. BMJ 2018; 363:k5315


**Health Services Research methods and Poster**

**HOMEWORK DUE:**

1. Each team member should submit a list of 5 peer reviewed research articles pertaining to your team’s research topic.
   a. References should be formatted in the American Journal of Public Health format via Zotero.
   The references should not be duplicated across team members.

4- April 23

**In Class Activity**

1. Working with your team members to craft the research question today and submit it by the end of the class session via Qualtrics
2. Present your draft research question to the class for feedback

**READINGS DUE TODAY**


- Asking good clinical research questions and choosing the right study design. Bragg P. Injury. 2010;41 Suppl 1:S3-6.
Teamwork and professor consults

**HOMEWORK DUE:**
1. Submit draft introduction (300 words)
2. Develop any graphics for inclusion in the background section in PowerPoint or Excel and please include the reference for each graphic on the slide or in Excel. Submit these graphics via Qualtrics

5- (April 30)

In Class Activity
All teams will meet and have individual consultations with the instructor

**READINGS DUE TODAY**

6- (May 7)

**Part 1: Cross Cultural communication, adherence, health literacy and access to care**

**CASE CONTINUED:** need for binational care coordination

**HOMEWORK DUE:**
1. Submit up to 300 words describing the relevance of the topic to HFIT and/or the services provided

**READINGS DUE TODAY**
- Chapter 15: Cross Cultural Communication by Thomas Denberg et al. (see: [https://accessmedicine.mhmedical.com/content.aspx?bookid=1116&sectionid=62687386#110293668])

Evidence vs. Outcomes based Medicine and the Electronic Medical Record

**CASE CONTINUED:** Need for a patient advocate

**HOMEWORK DUE:**
1. Submit 300 words describing the proposed research methods or clinical protocols that can be applied to the HFIT clinic context based on readings and published literature

**READINGS DUE TODAY** (click on these links)

Watch before clinic: The Angry Patient

7- May 14

**Patient Centered Medical Care**

**CASE CONTINUED:**
Addressing multiple physical and mental health issues

**HOMEWORK DUE:**
1. Submit 200 words describing the conclusions
2. Submit up to 50 words describing the acknowledgments
3. Submit the bibliography with between 15-20 references

8- May 21

**READ**


Watch: Adherence
<table>
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<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tr>
<td>9- May 28</td>
<td><strong>CASE CONTINUED: Hospice care and culture</strong></td>
<td>- Chapter 14: Older patients, Robin Telerant et al., (see: <a href="https://accessmedicine.mhmedical.com/content.aspx?bookid=1116&amp;sectionid=62687386#1102936681">https://accessmedicine.mhmedical.com/content.aspx?bookid=1116&amp;sectionid=62687386#1102936681</a>)</td>
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<td><strong>Health Literacy, Part 2: Complementary and alternative medicine</strong></td>
<td>READ</td>
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<td>June 11</td>
<td>In Class team presentations of research poster</td>
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<td>Finals Week</td>
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**Class Team Project Topics: 4-6 students per topic required**

1. Medical voluntourism & HFIT
2. Cross cultural communication at HFIT
3. Health literacy at HFIT
4. Complementary and alternative medicine among HFIT patients
5. Patient centered medical care at HFIT
6. Team-based care within HFIT and across collaborating organizations
7. *Note: Other topics can be proposed during the first class if 4 students can agree on that topic*
Required Trainings Online

1. Citi Training: https://irb.ucsd.edu/training.shtml

2. HIPAA Training: https://irb.ucsd.edu/hipaatutorial/login.shtml

Safety
This course implements various measures to ensure student safety. All students are required to complete the UCSD travel documents (see below) and to submit them to the instructors prior to the start of the class. Briefly, travel into Mexico will be coordinated on the US-side and students must enter Mexico as a group and will commute to the Clinic from a pre-determined location in Tijuana. For their safety, students should be prepared to be onsite (bring snacks, lunch, drinks) and will not be permitted to leave the Clinic until the clinical day is completed unless instructor permission is previously obtained.