Chicago South Side Cancer Disparities Initiative: Community-Academic Approach to Curriculum Design

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Objectives

- Rationale
- Institutions
- Chicago Southside Cancer Disparities Initiative
- Lessons learned
It is time to refocus, reinforce, and repeat the message that health disparities exist, that achieving health equity benefits all Americans, and that cooperative, leveraged, and evidence based actions are necessary to reduce inequalities in health and health outcomes. It is time for action—together we can, together we will.
In 2005, the Association of Schools of Public Health (ASPH) convened a taskforce on eliminating racial and ethnic health disparities whose mission was: *To engage accredited schools and programs of public health, in partnership with communities, as leaders in teaching, research, practice, service, and advocacy related to achieving the elimination of racial and ethnic health disparities and their root cause - social injustice.*
PSOM Health Care Disparities of America curriculum

- Improved knowledge
  - 76 → 89% (p < 0.0009)
- Highest rated course (4.9+/5)
- Does it impact recruitment?

Can curriculum Increased URM recruitment?

Knowledge prior to matriculation

- URM: 82
- non URM: 55

Influence matriculation decision?

- URM: 73
- non URM: 42

P < .002

URM matriculation

Chicago State University

- Largest Minority serving institution in the Midwest
- Graduates the highest number of African American undergraduate and graduate students of any public institution in Illinois
- 5 colleges (Health Studies, Arts and Science, Business, Pharmacy and Education, Nursing)
- 36 undergraduate and 25 graduate degree granting programs
- Division of continuing education and non-traditional programs
CSU

- 7200 students; 80% AA, 72% women
- Majority of faculty are URM, >90% in Health Studies
- Designated health professional shortage area
- Minority biomedical research program
  - RISE-Research initiative for science enhancement
  - SCORE-Support for continued research excellence
CSU MPH program

• 2010-IL Board of Higher Education approved CSU’s MPH program
  • Under the direction of Dr. Britt

• Focus on minority health and health equity

• Only MPH program with a sole focus on minority health

• Designated health professional shortage area

• Fall 2011-first entering class
University of Chicago Division of Biological Science

- 110 basic science faculty in 6 departments
- 800 clinical science faculty in 11 departments
- 6 graduate professional programs (Business, Law, Medicine, Public Policy, Social Service Admin)
- Pritzker School of Medicine graduates 88 students/year
  - Only medical school in the country with a full course on healthcare disparities
University of Chicago Comprehensive Cancer Center

- One of two designated Comprehensive Cancer Centers in Illinois
- Largest number of minority enrollment in clinical trials in Illinois (21%)
- Established the Office of Community Engagement and Cancer Disparities (OCECD) in 2010
  - Under the direction of Dr. Kim
Opportunity

- Successful Health Care Disparities of America
- New OCECD
- CSU New Master’s of Public Health
mini course

Town Halls

Faculty meeting

Student surveys

1-4 yrs

Submit for approval for concentration

Cancer ED + Cancer Program Prep + post doc

Dec 2012 start

1 [Spring 2013 Fall 2013
2 [Spring 2014 Fall 2014
3 [Spring 2015 Fall 2016
4 [Spring 2016 Fall 2017
NCI P20:
Chicago South Side Cancer Disparities Initiative

- December 1, 2012 – November 30, 2016
- Karen Kim, PI (U of C) / Thomas Britt, PI (CSU)
- External advisory committee
- Internal advisory committee (3/3)
  - Doriane Miller, MD, Yashika Watkins, PhD
- Student leadership council (3/3)
Objectives

- Create an Inter-University collaboration to develop, implement and evaluate cancer disparities curriculum to be integrated within selected CSU’s current MPH curriculum and PSOM’s curriculum.

- Provide opportunities for community involvement through collaboratively developing and enhancing existing service learning sites (i.e. community organization) at both institutions.

- Provide training, education, outreach and research in the area of cancer disparities (pipeline).

- Expand Education and training beyond the 4-year grant period through other funding.
Curricular design: Variables

- Existing curriculum
- Community needs
- Student/faculty expectations
- Institutional capacity
Figure A - Priority Setting Diagram

Community Outreach and Engagement

Town Hall Meetings               Mini-Course Topics

Content Evaluation and Selection

IAC                               External Task Force

Cancer Disparities Course Content

CSU - Existing Courses            UC - Health Disparities Course
CSCDI Curriculum Design

Internal Advisory Committee (IAC) Selects Cancer Disparities Course Content

Faculty from Chicago State University & University of Chicago

- CSU-Public Health Course 5119
  Health Issues in Minority Populations
  (3 Credits)

- CSU-Public Health Course 5115
  Behavioral Social and Cultural Aspects of Health Disparities
  (3 Credits)

- CSU-Cancer Disparities Service Learning Site Practicum
  (6 credits-2 Semesters)

- CSU-Cancer Disparities Elective (Mini-Course)
  (3 Credits)

- Pritzker School of Medicine's Health Care Disparities in America Course
Emphasis in cancer disparities

- Service learning-research
  - 2 semesters (6 credits)

- Cancer disparities elective (mini course)
  - 3 credits

- Courses with cancer disparities content
  - 2 courses (6 credits)

- PSOM health disparities course content
Service Learning-Research

- Community based organizations
- Capacity building for CBPR
- Research faculty mentor-Uchicago/CSU
TOWNHALL SESSIONS

Town hall meetings (UC, CSU, Community)

1. Gauge interest
2. Determine capacity
3. Determine potential course content
4. Discuss strengths and weaknesses
5. Solicit feedback and buy in
6. Characterize the institutions, students and faculty-
   1. pre-post survey design
   2. Observational study was Q and A mapping
Faculty

CSU
- White
- AA

UC
- Asian
- White
- AA
Students

CSU

NHW

AA

UC

Decline

AA

Asian

White
UC Theme

Core Knowledge (students and faculty)

- Methodology/Statistics
- Epidemiology/Data
- Interventions
- Grant writing

UC strengths: research, scholarship

UC weakness: Ivory tower
Uchicago townhall Q and A

- IRB at both institution
- Research capacity at CSU
- Characteristics of MPH students at CSU
- Capacity of CSU faculty for UC students mentorship
- How will PSOM and MPH students and community take the same course?
- What does CSU have to offer UC students?
CSU themes

Core knowledge

• Program development
• Behavior change
• Specific cancers
• Barriers to screening

CSU strengths: location, diverse student body, faculty

Weakness: administration
CSU townhall Q and A

- Which diseases are most prevalent
- How much flexibility in the mini course
- Are there ambulatory sites for students to rotate through at U of C
- Will students be required to do research
Cancer disparities are critical issues

<table>
<thead>
<tr>
<th>UC students</th>
<th>CSU students</th>
</tr>
</thead>
<tbody>
<tr>
<td>53% strongly agree</td>
<td>100% strongly agree</td>
</tr>
</tbody>
</table>
Does your education adequately prepare you to address cancer disparities?

<table>
<thead>
<tr>
<th>UC students</th>
<th>CSU students</th>
</tr>
</thead>
<tbody>
<tr>
<td>93% not sure or inadequate</td>
<td>38% not sure or inadequate</td>
</tr>
</tbody>
</table>

However

33\% had taken a cancer disparities course

0\% had taken a cancer disparities course
<table>
<thead>
<tr>
<th></th>
<th>Should the community be involved in the curriculum design</th>
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<tbody>
<tr>
<td><strong>UC</strong></td>
<td>66% Yes</td>
</tr>
<tr>
<td><strong>CSU</strong></td>
<td>100% Yes</td>
</tr>
</tbody>
</table>
## Previous relationship with UC/CSU

<table>
<thead>
<tr>
<th>UC students</th>
<th>CSU students</th>
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</thead>
<tbody>
<tr>
<td>26% have heard of CSU</td>
<td>88% were familiar (p=0.005)</td>
</tr>
<tr>
<td>0% ever visited CSU campus</td>
<td>75% had visited</td>
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Figure 2. Relations between Parent Study and Research Supplement Study (shaded in yellow)

**Objective 1:** To develop, implement and evaluate cancer disparities curriculum to be integrated in CSU MPH and UC PSOM curriculum.

**Town Hall sessions:**
- UC
- CSU
- Community

**Organizational Factors**

**Learner Factors:**
- Learning Styles
- Beliefs
- Attitudes

**Political/Community Factors**

**Develop and Implement Cancer Disparities Mini Courses**
The Emancipation from Health Disparities:
A Juneteenth Conversation

As the struggle for true freedom continues the disparities in healthcare are also on the rise. Join us to hear critical information about health issues such as cancer that disproportionately affect communities of color and be part of the conversation on the elimination of health disparities!

Free CHICAGO STATE UNIVERSITY Free
Library Auditorium
Thursday, June 20th, 2013, 6-8pm
<table>
<thead>
<tr>
<th>Question</th>
<th>UC</th>
<th>CSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heard of UC</td>
<td>97.7% YES</td>
<td>100% YES</td>
</tr>
<tr>
<td>Visited UC campus</td>
<td>82.6% YES</td>
<td>91% YES</td>
</tr>
<tr>
<td>Only 7% were patients</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The price of menthol cigarettes is lower in stores located near schools in Black neighborhoods than schools in other neighborhoods.

A. True
B. False
Menthol cigarettes contribute to cancer disparities for African Americans.

A. True
B. False
From Enslavement to Enslavement: The Tobacco Industry and the Exploitation of the African American Community

Alicia K. Matthews, Ph.D.
University of Illinois at Chicago
Is Tobacco a Social Justice Issue for the African American Community???
Until the 1960s, the United States not only grew but also manufactured and exported more tobacco than any other country.

- Share croppers, Circa 1939
“Folks, how can I make Whoopee up here... when down in front the 'coughers' are whooping?"

"Maybe the audience would be grateful if I stepped to the footlights some night and voiced the above protest about the 'coughing chorus' down in front.

"But that wouldn't be kind and it wouldn't be just. The cougher doesn't cough in public on purpose. He can't help it. It embarrasses him as much as it annoys his neighbors.

"What he needs, to avoid that throat tickle, is an introduction to OLD GOLDS."

(Signed)

Eddie Cantor

Premier American comedian starring in the glorious new production, "Whoopee."

Why not a cough in a carload?

OLD GOLD Cigarettes are blended from HEART-LEAF tobacco, the finest Nature grows. Selected for silkiness and ripeness from the heart of the tobacco plant. Aged and mellowed extra long in a temperature of mid-July sunshine to insure that honey-like smoothness.

On your Radio... OLD GOLD PAUL WHITMAN HOUR... Paul Whitman, King of Jules, and his complete orchestra, broadcasts the OLD GOLD hour every Tuesday, from 9 to W.W.M. Eastern Standard Time.

Smoke NIGGER HEAD TOBACCO

Registered in Patent Office April 6, 1914

SMOKING TOBACCO
"Don't Do This-If You Want to Sell Your Products to Negroes!"

- "Negro market expert," David J. Sullivan, advised advertisers that racist techniques should be avoided to prevent pushing away Black consumers.
- He urged advertisements to avoid racist caricatures, such as "Mammies and Aunt Jemimas" or "the 'Uncle Mose' type ."
- Sullivan, 1944
How to Sell Your Products to Blacks

“... [by] playing on the image of success, upward mobility, and stoking fantasies of wealth and power.”
Is this topic something that we should be teaching our future health professionals?

A. Yes
B. No
Do you think community should be involved in cancer disparities curriculum development??

A. Yes 93%
B. No 7%
Have you ever been asked to help with designing a curriculum?

A. Yes
B. No
Are you interested in being involved in designing a cancer disparities curriculum for MPH students?

A. Yes
B. No
Would you want to take a cancer disparities mini course?

A. Yes
B. No

81% Yes
19% No
Community theme: What should students know?

- How to relate to people of color and the poor
- Listen, observe, body language, cultural talking and listening
- Submersion or field trips to communities that they serve
- They should be aware of the overwhelming amount of cultural incompetence that is prevalent among health providers
Community themes: How can community help?

- Journaling their experiences
- Develop a community needs assessment
- Community focus groups
- Voicing their interactions with hospitals
- Neighborhood newsletters
- Service learning
- Review case studies
- GET REAL
Discoveries and Lessons learned
Collaborative growth

- BUILD P20 planning grant
  - Building infrastructure leading to diversity
- APHA oral presentation
- CURE supplement
  - Continuing umbrella for research experience
- Diversity supplement
  - Watkins-Faith/spirituality and treatment decision making for colon cancer among AA
  - Naylor-Diverse learners: Interprofessional Cancer Disparities Education
MENTOR students and community members