

Key themes: Patient Care, Interpersonal and Communication Skills

Discussion Questions:

- What is your initial reaction to this episode? What surprised you or stood out?
- What questions or feelings did the video bring up for you? Why?
- Did this video confirm or challenge ideas you previously held on this subject?
- Do you believe racism still exists? Do you see it in your care setting?
- Should health care providers be held to a higher standard than people in other professions when it comes to checking their personal biases?
- What role can you play as a health care provider in reducing infant mortality?

Individual Activities:

- Harvard Implicit Association Test (15 minutes)
<https://implicit.harvard.edu/implicit/takeatest.html>
- The Problem with Race-Based Medicine (15 minutes)
http://www.ted.com/talks/dorothy_roberts_the_problem_with_race_based_medicine
- What Is Privilege video (4 minutes) <http://www.buzzfeed.com/dayshavedewi/what-is-privilege#.km88zjN5Q>
- White Privilege: Unpacking the Invisible Knapsack
<http://www.deanza.edu/faculty/lewisjulie/White%20Privilege%20Unpacking%20the%20Invisible%20Knapsack.pdf>

Projects:

- Identify health disparities in internal data between various demographic groups at your clinic. Consider why these disparities exist and offer potential solutions.

Further Learning:

- A Gardener's Tale <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1446334/pdf/10936998.pdf>
- Breaking Through: Video and User's Guide to Understand and Address Toxic Stress (22 minutes) <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/mental-health/trauma/toxic-stress.html>
- Unnatural Causes: Is Inequality Making Us Sick? <http://www.unnaturalcauses.org/>
- Can Health Care Be Cured of Racial Bias? <http://www.npr.org/sections/health-shots/2015/08/20/432872330/can-health-care-be-cured-of-racial-bias>
- Our Family Secrets <http://commonhealth.wbur.org/2015/08/doctor-behavior-essay>
- Institute of Medicine Unequal Treatment report
<http://www.nationalacademies.org/hmd/%7E/media/Files/Report%20Files/2003/Unequal-Treatment-Confronting-Racial-and-Ethnic-Disparities-in-Health-Care/Disparitieshproviders8pgFINAL.pdf>
- Paved with Good Intentions <http://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.93.2.248>
- Looking for the Roots of Racial Bias in Delivery of Health Care
http://www.hopkinsmedicine.org/news/media/releases/looking_for_the_roots_of_racial_bias_in_delivery_of_health_care



Key themes: Patient Care, Professionalism, Systems-Based Practice

Discussion Questions:

- What is your initial reaction to this episode? What surprised you or stood out?
- Look up the Federal Poverty Guidelines. Could you make a living at or below these limits? What budget choices would you make differently? What would you do if you had an emergency that required additional funds?
- “Being poor is a full-time job.” What does that quote mean to you?
- What could health care organizations do differently to better serve low-income patients? What could you do as a member of your organization?

Group Activities:

- Bridges Out of Poverty (see “Hidden Rules” on page 21) <http://www.ahaprocess.com/wp-content/uploads/2013/08/Study-Guide-Bridges-Out-of-Poverty.pdf>
- Policy Discussion- Get in touch with the KU School of Medicine lobbyist and invite this person to discuss Kansas health care funding with the group. Discuss how funding choices are likely to influence health disparity in Kansas.

Individual Activities:

- TED Talk- Rebecca Onie, co-founder of Health Leads (17 minutes) <http://www.tedmed.com/talks/show?id=7397&play=true>
- Fill out a Medicaid application or interview a patient about their experience applying for Medicaid.
- Budget your grocery spending within the SNAP monthly food stamp allotment.
- Map the bus route from your residence to the clinic and see how long it would take you to arrive.
- Call your own clinic and try to make an appointment as a Medicaid patient.

Projects:

- Identify patients’ insurance type at their first visit and at what week in their pregnancy they came in for their first appointment.

Further Learning:

- What Poverty Does to the Young Brain http://www.newyorker.com/tech/elements/what-poverty-does-to-the-young-brain?mbid=social_twitter
- Women and Poverty in America <https://www.legalmomentum.org/women-and-poverty-america>
- Ideal Medical Care movement <http://www.idealmedicalcare.org>
- U.S. Health Care from a Global Perspective (7 minute podcast available) <http://www.commonwealthfund.org/publications/issue-briefs/2015/oct/us-health-care-from-a-global-perspective>



Key themes: Interpersonal & Communication Skills, Professionalism, Systems-Based Practice

Discussion Questions:

- What is your initial reaction to this episode? What surprised you or stood out?
- Whose job is it to care for a mother's mental and emotional needs after a miscarriage or infant loss?
- Think about the interaction La'Shae describes between her and her healthcare providers. What are some other ways that situation could have been handled? What would you have done as La'Shae's doctor?
- How do you deal with your own emotional responses after a patient's death?
- Do you think better self-care among physicians might lend to better support for patients? What are some ways you and your colleagues could improve your self-care after emotionally trying work days?
- Do you know what resources are available in your community for patients struggling with loss and grief? What about for health care providers?
- What is the process at your organization for connecting bereaved patients and their families with community resources and support?

Individual Activities:

- Trauma Workers Find Solace in Pause that Honors Life after Death (4 minutes)
<http://www.npr.org/sections/health-shots/2015/09/27/443104073/trauma-workers-find-solace-in-a-pause-that-honors-life-after-a-death>
- If you know a woman in your personal life who has lost a baby, ask whether you can talk with her about that experience. If so, inquire about how healthcare providers did and did not facilitate her bereavement.
- Attend or volunteer for an event at KIDS Network or a similar organization in your community.
<http://www.kidsks.org>

Projects:

- Identify mothers who are receiving referrals for bereavement services at your hospital or clinic. Look closely for trends and service gaps.

Further Learning:

- Mother Matters <http://www.mothersmatters.ca/resources/essays3.html>
- The Compassionate Friends- Supporting Family after a Child Dies
http://www.compassionatefriends.org/brochures/stillbirth_miscarriage_and_infant_death.aspx
- How Doctors Cope with Death <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2082912/>
- In Practice: Dealing with Death <http://www.physicianspractice.com/articles/practice-dealing-death>
- Caring for Oneself to Care for Others: Physicians and their Self-care
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3974630/>



Key themes: Patient Care, Interpersonal and Communication Skills

Discussion Questions:

- What is your initial reaction to this episode? What surprised you or stood out?
- How often do you give your patients the opportunity to ask questions? Do you think you give them adequate time to formulate questions and respond?
- Do you think your patients know the right questions to ask? How can you help them understand what they need to know?
- What do you think your patients do when they receive conflicting information from you and another source, such as a family member or other health professional?
- Some providers leave their phones with a staff member while in appointments. What other strategies could you use to give your undivided attention to patients during appointments?

Individual Activities:

- Berkeley Emotional Intelligence Quiz (10 minutes) http://greatergood.berkeley.edu/ei_quiz/

Group Activities:

- Select a topic on which pregnant women may need more education. As a group, write two pages or less on that topic at or below an 8th grade reading level. Discuss whether or not you were able to adequately explain the topic.

Further Learning:

- Ask Me 3 <http://www.npsf.org/default.asp?page=askme3>
- 15-Minute Visits Take Toll on Doctor-Patient Relationship <http://khn.org/news/15-minute-doctor-visits/>
- Speaking and Interruptions During Primary Care Office Visits <http://www.ncbi.nlm.nih.gov/pubmed/?term=Rhoades%2C%2B2001%2C%2Bprimary%2Bcare>
- Doctor-Patient Communication: A Review <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3096184/>
- Effective Communication <http://www.helpguide.org/articles/relationships/effective-communication.htm>



Key Themes: Patient Care, Professionalism

Discussion Questions:

- What is your initial reaction to this episode? What surprised you or stood out?
- Aarika expressed that she wants her doctors to know more about her. What do you think she means by that?
- How well would you say you know your patients? Would you say that you have good quality relationships with them?
- 51% of women in the U.S. have experienced at least one traumatic event in their lives. 13% of women have experienced at least three traumatic events (http://www.socialworktoday.com/archive/exc_012014.shtml). How should providers respond, knowing that they are talking to many women everyday who have experienced trauma?
- How can you integrate both Evidence-Based Practice and Patient-Centered Care in your practice?
- Do you think that patients feel valued at your practice? Why or why not? What could you do to make a difference?

Individual Activities:

- Adverse Childhood Experiences Quiz (3 minute quiz + 8 minute news story)
<http://www.npr.org/sections/health-shots/2015/03/03/377569539/even-some-doctors-fear-these-10-questions>
- TED Talk- Abraham Verghese: A Doctor's Touch (18 minutes)
https://www.ted.com/talks/abraham_verghese_a_doctor_s_touch?nolanguage=en%23t-331233
- Breaking Through: Video and User's Guide to Understand and Address Toxic Stress (22 minutes) <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/mental-health/trauma/toxic-stress.html>

Group Activities:

- After completing the ACE quiz above, discuss what it might be like to experience childhood trauma as a person of privilege and as a person at risk of health disparities. What are the challenges for each of these people?

Further Learning:

- Trauma Informed Care <http://www.traumainformedcareproject.org>
- To Head Off Trauma's Legacy, Start Young <http://www.npr.org/sections/health-shots/2015/03/09/377569414/to-head-off-traumas-legacy-start-young>
- 15-Minute Visits Take Toll on Doctor-Patient Relationship <http://khn.org/news/15-minute-doctor-visits/>
- The Doctor-Patient Relationship <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1496871/>
- Tips on Building Doctor-Patient Relations
http://www.aafp.org/dam/AAFP/documents/medical_education_residency/fmig/tips_relationships.pdf

Discussion Questions:

- What is your initial reaction to this episode? What surprised you or stood out?
- What are the specific environmental and social barriers that pregnant mothers might face in rural Kansas? How much do these barriers resemble the barriers that pregnant mothers face in urban areas?
- Consider the economy and industry common to rural areas in Kansas. How do these factors affect the health of rural communities?
- What barriers do rural providers face that are unique to their environment?
- The doctors in this clip discussed the difficulty of being the only available physician of their specialties in a very wide radius. How does this impact their practice? What strategies might help them to operate in this environment?
- How might self-care differ for providers in rural areas?
- Consider the challenges and rewards to practicing in a small community.

Individual Activities:

- Assess your risk for job burnout and build at least one self-care activity into your daily routine.
<http://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/burnout/art-20046642?pg=1>
- Research opportunities available for health practitioners in rural Kansas.

Group Activities:

- Do research as a group to find out about poverty levels and health disparities in Southeast Kansas and other rural Kansas areas.

Further Learning:

- Rural Disease Response Should Differ from Urban Areas
<http://www.khi.org/news/article/study-rural-disease-response-should-differ-urban-a>
- Quotes on Poverty from Chanute, KS <http://www.dailykos.com/story/2015/04/27/1380660/-Chanute-Kansas-Families-Tell-Brownback-No-One-Chooses-to-be-Poor-Demands-End-of-Ridicule>

Discussion Questions:

- What is your initial reaction to this episode? What surprised you or stood out?
- Whose job is it to care for a mother's mental and emotional needs after a miscarriage or infant loss?
- What resources might be available for mothers in rural areas who experience a miscarriage or infant loss? If formal resources are not readily available, what informal resources might be helpful?
- View the videos in this series focused on Sedgwick county mothers. Discuss the similarities and differences in the experiences reported by Amber and these mothers.
- Discuss how well prepared you think you are to deal with a mother who has lost a baby. Do you feel confident in your ability to talk about grief in general?

Projects:

- Check with your local hospital to find out what kinds of bereavement support services are offered to mothers who have experienced loss.

Further Learning:

- The Compassionate Friends- Supporting Family after a Child Dies
http://www.compassionatefriends.org/brochures/stillbirth_miscarriage_and_infant_death.aspx