



TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER EL PASO

Curriculum Objectives

Social Justice Goals & Objectives

v06JAN2022 -- As developed by the TTUHSC El Paso Office of Academic Affairs Social Justice Curriculum Champions: Salma M. Elwazeer, BDS, MDS, MPH; Lizette Villanueva, PhD, RN; Irene Alexandraki, MD, MPH; and Richard D. Brower, MD

Overarching goal: To advance the mission of TTUHSC El Paso by ensuring that all degree programs incorporate essential principles of social justice

- How? – By establishing institutional curricular goals and objectives
- What? – The goals and objectives will apply to all TTUHSC El Paso degree programs
- Why? – To promote social awareness and justice through education

Six social justice curricular areas/domains:

- I. The social determinants of health (knowledge)
- II. Systemic racism and other forms of prejudice and discrimination based on marginalized and/or minority status (awareness)
- III. The biopsychosocial model of health (shared framework)
- IV. Health equity (fairness)
- V. Advocacy in healthcare (advocacy)
- VI. Healthcare and community inclusiveness (harmony)

May be restated as curricular goals (“By graduation, all TTUHSC El Paso students will demonstrate knowledge of [*insert domain*] and the ability to apply that knowledge in clinical practice, administration, and scholarship”)

Objectives by curricular domain:

- I. Social determinants of health
 1. Define social determinants of health and reflect on how conditions of power shape social determinants and health inequities
 2. Analyze the impact of economic stability, education, healthcare access, built environment, and social context on the health status of diverse patient populations
 3. Describe the immigrant’s and refugee’s experiences in health care in terms of structural, financial, and personal/cultural barriers to health services
 4. Discuss the Black and Hispanic experiences in health care in terms of structural, financial, and personal/cultural barriers to health services

5. Understand sex and gender differences, and discuss their relevance to an individual's experiences in health care in terms of structural, financial, and personal/cultural barriers to health services
- II. Systemic racism/racism and other forms of prejudice and discrimination based on marginalized and/or minority status
1. Define implicit bias, recognize how it can perpetuate disparities, and learn strategies to address it
 2. Understand the role of proper healthcare communication to reduce the harm of wounding words associated with unconscious bias and micro-aggression in health care and educational settings
 3. Discuss healthcare micro-aggression; its association with aversive racism; and its implications on population health
 4. Analyze how prejudice and unsupported judgments against persons and groups can undermine health care experiences among diverse patient populations
 5. Implement various self-reflection methods to identify personal biases and use proper communication and mitigation strategies to overcome those limitations
- III. Biopsychosocial model of health
1. Describe health in the scope of the Bio-medical and the Bio-psychosocial models and how the difference between implementing both models can affect population health
 2. Apply the bio-psychosocial model of health on the presentation of clinical pathology among people of marginalized and underserved backgrounds
- IV. Health equity
1. Understand intersectionality and how aspects of a person's social and political identities may relate to health inequities
 2. Analyze the intersectionality of social categories and power structures to explore and interpret the complexity of health inequities
 3. Formulate approaches to building relationships with marginalized and underserved persons and populations
 4. Apply the concepts of patient-centered culturally sensitive health care to promote health equity among diverse patient population
- V. Advocacy in healthcare
1. Develop the knowledge, skills, and attitudes through which social, economic, educational, and political change is effected
 2. Apply health advocacy principles and tools in both classroom experiences, community outreach efforts, and clinical settings
- VI. Healthcare and community inclusiveness
1. Describe social intelligence and apply ground rules for civil discourse to foster psychological safety in small group discussions

2. Practice situational awareness and strategies for intervention in situations involving prejudice and discrimination in healthcare and community settings
3. Apply inclusive teamwork and conflict management skills to work efficiently and safely in healthcare and community settings