

HEALTH JUSTICE PECHAKUCHA NIGHT!

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AALS Law, Medicine & Health Care and Poverty Law Joint Program

Advancing Health Equity by Addressing Social Determinants of Health, Poverty, and Racial Disparities

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Presentation and Workshop Overview

This presentation and interactive workshop will address the use of the PechaKucha presentation format with inter-professional learners to evaluate and promote community dialogue on the operation of law as a social determinant of health. PechaKucha (pronounced: “P’cha-K’cha”) is a mini-lecture in which 20 slides are shown for 20 seconds each. Each speaker is limited to 6 minutes and 40 seconds. This minimalist format was devised by Astrid Klein and Mark Dytham of Klein Dytham architecture. PechaKucha is a specific, yet versatile presentation modality. When used as a graded assignment in an interprofessional seminar focused on health equity, the PechaKucha format challenges students to succinctly discuss how a specific law or policy acts as a social determinant of health, without jargon, to a broad audience. It can be considered an innovation in medical-legal interprofessional education, as it challenges students to use a communication modality that does not already “belong” to either discipline. The art of the format is that PechaKucha are shared in clusters that emphasize both part and whole. Not only is the individual presentation acknowledged by the audience, the experience of each presentation in succession underscores the value in cultivating a variety of perspectives on particular topic.

I will give a PechaKucha that discusses why I created the Health Justice PechaKucha night, how I used the assignment to support and assess learning about social determinants of health, and the results of this endeavor. During the workshop session, I will guide participants through an approach to structuring an assignment to create a PechaKucha, and offer some tips and lessons learned from my experience hosting Pitt Law’s Health Justice PechaKucha Night.

Student Learning Objectives:

- Students will clearly articulate the causal, systemic relationship between a particular policy and its attendant health outcomes
- Students will give an oral and visual presentation with content that is succinct and accessible to a broad audience

Workshop Materials:

- *Draft Assignment*
- *Assignment timeline*
- *Grading Rubric*

For more information about PechaKucha, visit: <https://www.pechakucha.com>

Health Law Clinic
Fall 2019 Policy Project – **Law as SDH PechaKucha**

Health equity has been defined as a fair and just opportunity to be healthy across social groups. Leaders in the movement for health equity have framed the narrative around what access to health requires in terms of “upstream” factors, such as social determinants of health, and the structures that maintain racial and income-based inequality. As these efforts continue to shape the national conversation, those interested in working toward health equity must be able to clearly articulate the causal, systemic relationship between public policy and health outcomes. Further, advocates must be able to engage diverse audiences on this topic in a variety of forums. An advocate’s ability to succinctly parse the connections between law, social determinants, and health outcomes can, in turn, inform, empower, and persuade potential collaborators across professions to break silos and join forces to promote meaningful changes in population health.

The final project for this semester will be for each student to give a PechaKucha style presentation that explains how a specific law or policy acts as a social determinant of health. PechaKucha (pronounced: “P’cha-K’cha”) is a presentation format in which 20 slides are shown for 20 seconds each. Each speaker is limited to 6 minutes and 40 seconds. The challenge is to present a well-developed idea concisely, without jargon, to an audience of your professors, peers, and community stakeholders.

To satisfy this assignment, Your presentation must:

- Identify a specific law or policy;
- Discuss its content;
- Explain the social determinant it modifies, and
- Describe the attendant health consequence.

Strong presentations will also discuss one or more of the following:

- Whether the law or policy was intended to have a health consequence, or whether the consequence is collateral.
- Whether the outcome is prevalent in Western Pennsylvania, or how it shows up in your prospective practice.
- How collaborative, inter-professional problem-solving can be used to address the entwined policy and outcome.

You are encouraged to identify a connection that impacts your professional pathway (law, nursing, dentistry, etc.). Your presentation should evidence legal or scholarly research, referencing local data if available. Your slides may contain images, text, or both. Be thoughtful about your choices given that each slide will only be visible to the audience for 20 seconds. Your final projects will be presented as part of the first Health Law PechaKucha Night, Wednesday, December 4th!!!

PechaKucha Assignment Timeline

Topic Due – By 5pm Wednesday, October 16th

- You must send me an email with the topic area that you'd like to discuss in your PechaKucha. Your email must state:
 - The area of law or policy you plan to discuss (ex: Housing law/policy);
 - a social determinant of health modified by that area (ex: access to safe housing/habitable living conditions); and
 - a health consequence (ex. impact of poor housing conditions on youth with cystic fibrosis)

Wednesday, October 23, 2019

***Social Epi @ Health Law Clinic – Pecha Kucha Workshop I** – Room G13

- Students from Pitt School of Public Health will present their current events in public health law to the combined class
- After the presentations, students will be divided into small groups to discuss policies and health outcomes related to their PechaKucha topics.

Bibliography Due – By 5pm Monday, November 11th

- You must send me an email with a list of sources that you have used to develop the content of your PechaKucha. Please use a consistent style (ex: MLA, APA, Bluebook) when listing your sources.
 - For each source include 1-2 bullet points explaining how the text will inform your final presentation
- Come to class Wednesday, November 13th prepared to discuss the connection you have identified between a specific law or policy, the social determinant it modifies and the health outcome it impacts in 6-7points.

Rough Slide Deck Due – By 5pm Monday, November 18th

- You must send me an email with your 20-slide deck attached.
- Come to class Wednesday, November 20th prepared to do a “dress rehearsal” of your PechaKucha presentation, and to give constructive feedback on the presentations of your colleagues.

Final Slide Deck Due – By 5pm Monday, December 2nd

- You must send me an email with the slides you will present for your final project
- The first **Health Justice PechaKucha Night** will take place on Wednesday, December 4, 2019 from 5:30 to 7:30 pm at the Pitt Community Engagement Center – Homewood, 622 N. Homewood Ave, Pittsburgh, PA 15208

Health Justice PechaKucha – Grading Rubric
Fall 2019

Student:

Topic:

Satisfaction of Basic Assignment (10 Pts/ea.)

- Student identified a specific law or policy
- Student discussed the content of the law or policy
- Student explained the social determinant modified
- Student described the attendant health consequence
- Student met interim deadlines
- Student followed the PechaKucha format

Total points: ____/60 pts

Oral Communication, Sequencing, and Visual Narrative (10 Pts/ea.)

- Presentation opened with a “hook” to engage the audience’s attention
- Student used roadmap/headliners that made presentation easy to follow
- Slides consistently complimented the oral presentation
- Students remarks were paced to the timing of the PechaKucha

Total points: ____/40 pts

Persuasiveness of Student’s Presentation (25 Pts/ea.)

- Student articulate whether the identified law or policy was intended to have a health consequence, or whether the consequence is collateral?
- Did student discuss whether the health outcome is prevalent in Western Pennsylvania?
- Did student describe how the identified health outcome has impacted their clinic or prospective practice?
- Did student discuss how collaborative, inter-professional problem-solving can be used to address the entwined policy and outcome?

Total points: ____/100 pts

Student Score: _____ / 200 pts.