

Pre-Session Work Guide: The Epidemiology of Childhood Poverty

Learning Goals and Objectives

1. **Describe the current levels of child and family poverty in the US.**
 - a. Define the federal poverty limit and its relationship to public benefits (*Knowledge*)
 - b. Contrast the US child poverty rate over time to rates in other developed nations over the past 25 years (*Knowledge*)
 - c. Distinguish poverty rates among US sub-populations; consider geography (rural/urban/suburban), race/ethnicity, age, immigrant status, family composition and level of education (*Knowledge*)
 - d. Describe poverty rates in your own local practice (*Skill*)
2. **Work effectively across the socio-demographic gap between the physician and the child and family living in poverty.**
 - a. Contrast the demographics of the physician and child health care provider workforce with the demographics of the US population (*Knowledge*)
 - b. Reflect on one’s personal assumptions, biases and stereotypes about impoverished populations and its potential impact on patient care (*Attitude*)
 - c. Conduct culturally sensitive screening for indicators of poverty in one’s own patient population (*Skill*)

This document is designed to prepare you for our upcoming discussion on the Epidemiology of Childhood Poverty. Start by reviewing the learning goals and objectives above – this will help you to focus on the most important details as we go through this information. Next review the information on the two pages that follow as well as the resources that are linked within it (2 readings, one online game and one short video).

These materials are designed to be brief – you can plan to spend about 30 minutes in total reviewing them. Don’t worry if you do not understand everything by the end of this document – we will be digging in as we go through the material together during the session.

Readings:

Please read the following two documents to get some background on the current state of childhood poverty in the United States:

1. Measuring Access to Opportunity in the United States, Annie E. Casey Foundation, February 25, 2015:
 - a. <http://www.aecf.org/m/resourcedoc/aecf-MeasuringAccessstoOpportunityKC2-2015.pdf>
2. A Call to End Child Poverty Now (Children’s Defense Fund) – Read all chapters
 - a. <http://www.childrensdefense.org/library/PovertyReport/EndingChildPovertyNow.html?referrer=https://www.google.com/>

Game:

Reflect on your current economic situation compared with a person or family living in poverty.

1. How do they earn their income?
2. What are their expenses?
3. How does income impact the ability to meet basic needs and provide for one's family?

Now play the following game: <http://playspent.org/>

We will discuss any changes to your reflection above during the in-class portion.

Video:

Take a moment to imagine a family on living on a \$600 per week unemployment check in San Francisco. After five months in a shelter and more than a year in transitional housing, the family has moved to a one-room rent-subsidized apartment in the Tenderloin — a neighborhood synonymous with drugs and violence — while they wait for subsidized housing.

Now please watch this 10-minute video:

<http://video.pbs.org/widget/partnerplayer/2306909380/?chapterbar=false&embed=true&w=626&h=353&autoplay=false#>

Please reflect on the following and be prepared to discuss in the in-class portion of this module:

- How was the family that you pictured in your mind the same as the family in the video?
- How was the family different?
- Did you make any assumptions about the family?
- Did anything Sera said surprise you?
- What did you see in the video that may affect Sera's health?