



Perspectives On Integrating Anti-Racist Health Equity and Social Justice into Medical Education

WAYNE STATE UNIVERSITY

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INTRODUCTION

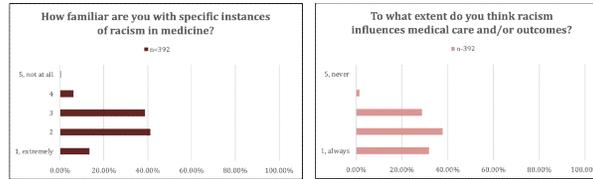
- Medical students at Wayne State University School of Medicine (WSUSOM) identified a gap in medical education curriculum regarding anti-racist health equity and social justice education.
- While the current WSUSOM curriculum does cover many facets involved in the social determinants of health, an intentional curricular approach to examine the medical community's influence on racial inequity is not present.
- It is imperative that medical curricula formally incorporate anti-racist education to cultivate cultural humility within its student physicians. Cultural humility involves the lifelong process of learning about another's culture and identity along with self-reflection and self-critique of one's own. (Yeager KA, Bauer-Wu S, 2013)
- Diversity Week was created to discuss the historical incidences of racism in medicine, the standing pervasiveness of racism in medical practice, the effects of racial discrimination on mental and physical health, and to provide attendees with foundational tools to continue social justice work.

METHODS

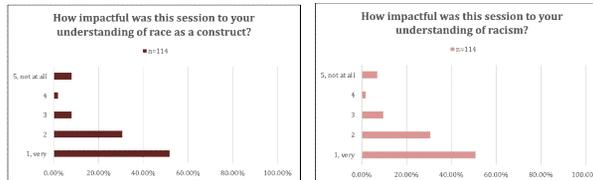
- A student task force was assembled to create this direct curricular intervention to incorporate anti-racist social justice education at WSUSOM.
- We as a task force invited WSUSOM faculty, WSUSOM alumni and community experts to introduce social justice topics such as: racism in medicine, racism as a form of trauma, identities and intersectionality, discrimination in medical education, healthcare and vulnerable communities, racism and COVID-19, and allyship/advocacy.
- Additionally, student organizations with missions that aligned with these specific topics were invited to sponsor one event throughout the week. Sponsorship served to demonstrate collaboration and increase student engagement.
- Diversity Week was hosted virtually over Zoom and spanned over five days with a mix of webinars, panels, and small-group discussions each day from 6-8pm EST. Sessions were open to the public and medical students with the option of service-learning credit for preclinical students.
- Voluntary post-session surveys were distributed to participants following each session to identify attendees' attitudes and understanding of the topics presented. Responses were obtained via Likert scale and open-text questions.

RESULTS

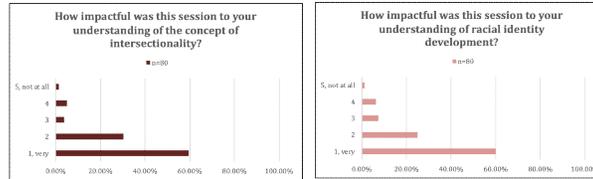
DAY 1: RACISM IN MEDICINE



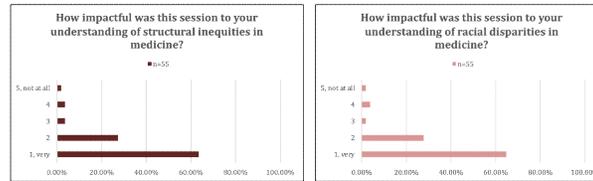
DAY 2: RACISM AS A FORM OF TRAUMA



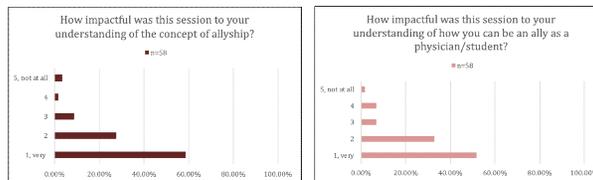
DAY 3: IDENTITIES AND INTERSECTIONALITY



DAY 4: HEALTHCARE AND VULNERABLE COMMUNITIES



DAY 5: ALLYSHIP FOR OUR PEERS AND PATIENTS



RESULTS

DO YOU FEEL YOU LEARNED SOMETHING?
 ■ YES ■ NO

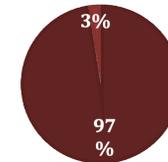


Figure 1. Over the course of the week - 97% of attendees indicated that they learned from the sessions.

Direct post-session comments included: "It was quite informational. The incidence regarding syphilis research study shed light on how racism is prevalent and how Black people were mistreated with the approval of big organizations like AMA," & "Dr. Arash showed how to be real and talk about what is important even when it is uncomfortable"

WOULD YOU WANT TO SEE MORE CONTENT IN THE CURRICULUM SIMILAR TO THIS?
 ■ YES ■ NO ■ N/A

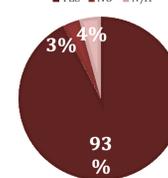


Figure 2. Over the course of the week - 93% of attendees indicated they would want to see more content in the curriculum similar to topics presented.

CONCLUSION

- There were over 1,500 total participants throughout the week with an average of 170 participants each session demonstrating consistent voluntary attendance by medical students, faculty, and community leaders.
- Investigation of post-session surveys revealed an evident need for substantive curricula changes to include anti-racist social justice topics. Training on such principles enhances the development of skills needed to care for diverse communities.
- Participants appreciated the uniqueness of the format and the accessibility of the content presented
- For improvement, participants indicated the need to include more small-group discussions to process the information wholly.

CITATION

- Yeager KA, Bauer-Wu S. Cultural humility: essential foundation for clinical researchers. *Appl Nurs Res*. 2013;26(4):251-256. doi:10.1016/j.apnr.2013.06.008