

Virtual Clinical Elective in Equitable Healthcare: A Health Equity Curriculum for Visiting Medical Students During COVID-19



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Introduction

Due to the COVID-19 pandemic, the Johns Hopkins University School of Medicine suspended in-person away rotations for visiting medical students for the 2020-2021 academic year. This suspension thus impacted the ability of the ability of fourth-year medical students to network, gain skills, and learn about the Johns Hopkins community and patient population. In response, senior medical students at the Johns Hopkins School of Medicine, in conjunction with the Office of Graduate Medical Education, developed a virtual 2-week elective for visiting students.

Objectives

The **Virtual Clinical Elective in Equitable Healthcare**, held in October 2020, was designed to stimulate discussion surrounding healthcare equity, while providing fourth-year students the opportunity to explore a Hopkins specialty of their choice. Specific efforts were made to enroll underrepresented in medicine (UIM) students.

Methods

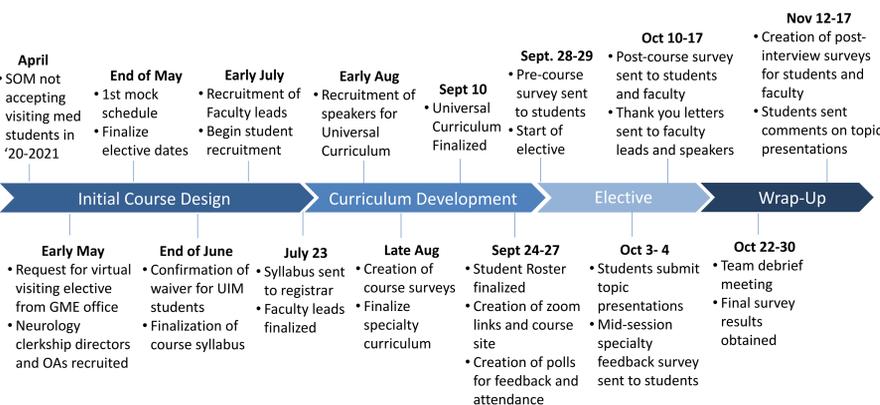


Figure 1 – Timeline of Curriculum Development and Course Implementation

Pre-course survey focused on assessing demographic information, goals for the elective, and overall professional goals.

Post-course survey assessed whether students left the course with an enhanced understanding of social determinants of health and interest in Johns Hopkins for residency, as well as elicited feedback on student satisfaction with various aspects of the course.

Follow up surveys will be distributed after interview season to determine if students applied to and were interviewed for residency at Johns Hopkins.

Results

Time	Monday 9/28	Tuesday 9/29	Wednesday 9/30	Thursday 10/1	Friday 10/2
8:00-9:00 AM		Universal Orientation			
9:00-10:00 AM		Specialty Orientation		Specialty Specific time	
10:00-11:00 AM		Lunch/Specialty specific time			
11:00 AM - 12:00 PM					
1:00 - 2:30 PM		Hopkins Leaders Panel - Welcome to Hopkins	Baltimore Resource Panel	HSDC Community Engagement During Residency	Implicit Bias
2:30 - 2:45 PM	Asynchronous Work: Welcome to Hopkins Video, Bias Videos, Scavenger Hunt				
2:45 - 4:15 PM		Structural Racism in Health and Healthcare: The Past in the Present	Telemedicine	Physician Wellness	Art in Medicine
4:15 - 4:30 PM					
4:30 - 6:00 PM		How to be an Effective Facilitator	Networking and Leadership	Work on Student Presentations	Mental health Considerations for Sexual Orientation and Gender Minorities/Violence Against Gender Minorities
6:00 - 6:30 PM					
6:30 - 7:30 PM		Meet the OAs			*Submit recording of equitable healthcare student presentation to blackboard by 11:59 PM EST

Specialty Curriculum
Universal Curriculum - Equitable Healthcare
Universal Curriculum - Professional Development
Optional activities
Asynchronous Time

Figure 2 – Universal Curriculum Schedule Equitable Healthcare (2/3): Chosen to attract UIM students and provide an educational framework for understanding the role of social determinants of health in patient outcomes. This curriculum also covered specific topics particularly relevant to the care of the Baltimore patient population.

Professional Development (1/3): Focuses on building skills that will benefit students during residency interviews and intern year.

Time	Monday 10/5	Tuesday 10/6	Wednesday 10/7	Thursday 10/8	Friday 10/9
8:00-9:00 AM					
9:00-10:00 AM					
10:00-11:00 AM					
11:00 AM - 12:00 PM					
12:00 - 1:00 PM					
1:00 - 2:30 PM	Making Sense of Conflict	Health Inequities, Structural Injustice, and Reproductive Health among Incarcerated Individuals	Managing High Need Patients in a High Value Care Model	Professional Survival	Global Health
2:30 - 2:45 PM					
2:45 - 4:15 PM	Informed Consent	Competent Care for Limited English Proficiency Patients	LGBTQ+ Diversity and Inclusion Education for Healthcare Providers	Patient Safety	Population Health and Health Equity Strategies
4:15 - 4:30 PM					
4:30 - 5:30 PM	Social Media Practices	Virtual Interviewing Skills	Leadership in Team Science/IPE	Trauma Informed Care	Strengths and Values Workshop
5:30 - 6:00 PM					Course Wrap-up
6:00 - 6:30 PM					
6:30 - 7:30 PM	HSDC Meet and Greet				

Characteristic	N (%)
Gender	
Female	32 (76.2%)
Male	9 (21.4%)
Nonbinary	1 (2.4%)
Race/Ethnicity*	
American Indian or Alaska Native	1 (2.4%)
Asian	9 (21.4%)
Black or African American	12 (28.5%)
Hispanic of Latinx	5 (11.9%)
Indigenous (Central & South America)	2 (4.8%)
Middle Eastern or North African	2 (4.8%)
White	17 (40.4%)
Sexual Identity	
Heterosexual/straight	31 (73.8%)
Homosexual/gay/lesbian	4 (9.5%)
Bisexual/Pansexual	3 (7.1%)
Queer	3 (7.1%)
Unsure	1 (2.4%)
Prefer not to answer	1 (2.4%)
Disability	
Yes	5 (11.9%)
No	36 (85.7%)
Prefer not to answer	1 (2.4%)
Identifies as UIM	
Yes	27 (64.3%)
No	14 (33.3%)
Prefer not to answer	1 (2.4%)

Characteristic	N (%)
Prior Health Equity Experience*	
Research	17 (40.4%)
Education (part of prior curriculum)	22 (52.4%)
Leadership/Advocacy	14 (33.3%)
Service/Volunteer	15 (35.7%)
Curriculum Development	11 (26.2%)
None	1 (2.4%)
Additional Degrees	
MPH	6 (14.2%)
MBA	1 (2.3%)
Other Masters Degree	7 (16.7%)
PhD	1 (2.3%)
Physician Parent	
None	38 (90.5%)
One	2 (4.8%)
Both	2 (4.8%)
Family Income	
\$31,000 or less	4 (9.5%)
\$31,001 – \$42,000	1 (2.4%)
\$42,001 - \$126,000	19 (45.2%)
\$126,001- \$188,000	7 (16.7%)
\$188,0001 or more	9 (21.4%)
Do not Know or Prefer not to answer	2 (4.8%)
How student heard about elective*	
Social Media	19 (45.2%)
School Email	12 (28.5%)
Colleague/Friend	8 (19%)
Advisor/Faculty member	5 (11.9%)
Other	3 (7.1%)

Table 1 – Student Demographics
Out of 76 applicants, 42 students from 34 institutions were selected in this elective.

*Students were able to select more than one answer to this question

This elective:

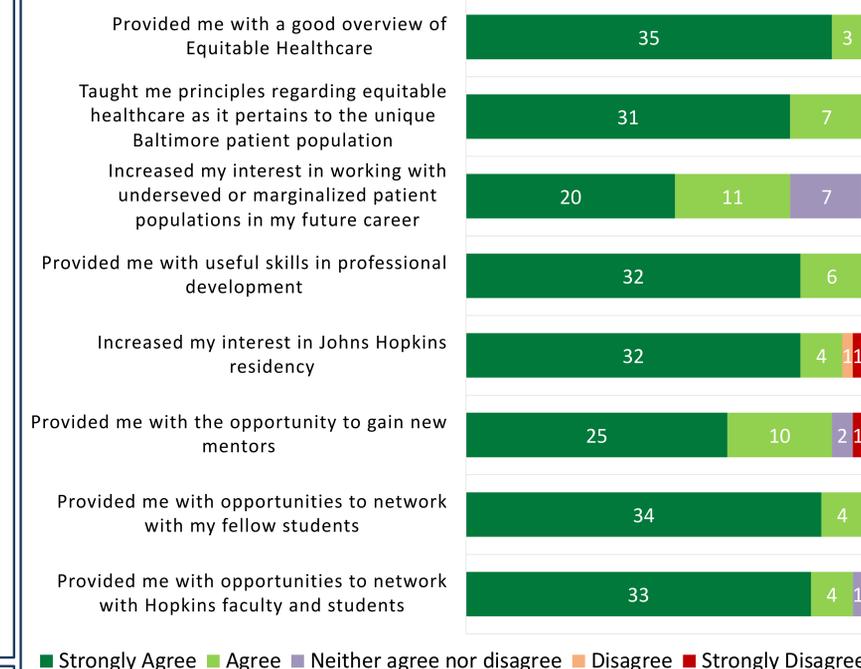


Figure 3 – Student Evaluation

Forty-one students completed the course of which 38 completed the post-course survey.

Conclusion

- Of the 42 students enrolled, 27 (64%) identified as UIM and 41 (98%) had engaged in previous scholarship, service or advocacy in equitable healthcare
- All 38 respondents of the post-course survey agreed that this elective provided a good overview of equitable healthcare
- Thirty-one (82%) students stated that the elective increased their interest in working with underserved or marginalized patient populations in their future careers.

This elective demonstrates that a curriculum focused on equitable healthcare will attract UIM students as well as students with health equity experience. Importantly, providing a curriculum that stimulates discussions surrounding equitable healthcare is beneficial in promoting interest in careers focused on addressing these systemic issues in medicine.