

Supplementary Appendix

The authors have provided this appendix containing additional information about their work.

Supplement to: Clark L, Hughes TM, Shah R, Trevedi A, Hess L. Medical Student-Driven Efforts to Incorporate Segregated Care Education Into Their Curriculum. *AMA J Ethics*. 2023;25(1):42-47. doi: 10.1001/amajethics.2023.42.

Appendix 5. Segregated Care and Medical Education: Curriculum Inclusion Brainstorming Meeting



Segregated Care and Medical Education

Curriculum Inclusion Brainstorming Meeting

December 2020




Agenda:



- ❑ Introductions
- ❑ Overview of curricular inclusion to-date
- ❑ Student suggestions for path forward
- ❑ Brainstorming



Introductions

-  Overview of curricular inclusion to-date
-  Student suggestions for path forward
-  Brainstorming



- ☐ Introductions
- ☑ **Overview of curricular inclusion to-date**
- ☐ Student suggestions for path forward
- ☐ Brainstorming

Timeline:



- August 2020 - Orientation Segregated Care and Medical Education presentation for first-year medical students
- October 2020 - Chats for Change “Desegregating Care: Thinking Globally, Acting Locally” for all interested members of Mount Sinai Health System
- October 2020 - InFocus Segregated Care and Medical Education presentation for second-year medical students

First-Year Medical Student Education: Orientation



- August 2020
 - Held virtually due to the COVID-19 pandemic
 - 10-minute introduction during orientation
 - Facilitated by: medical student advocates (peer-to-peer)
- Presentation [link](#) (for reference); included:
 - What is segregated care?
 - How does Segregated Care exist within the Mount Sinai Health System?
 - How does Segregated Care impact medical education at ISMMS?
 - Introduction to work student advocates are doing to desegregate care

Chats for Change: “Desegregating Care”



- October 2020
 - Held virtually due to the COVID-19 pandemic
 - 1-hour; during lunch
 - Facilitated by: medical student advocates
- Presentation [link](#) (for reference); included:
 - Alignment on definition of Segregated Care and past student work done to date
 - Polls, breakout room discussions, and full-group discussions
- Notes, resources, and action items distributed to all meeting attendees in follow-up ([here](#), for reference)

Second-Year Medical Student Education: InFocus



- October 2020
 - Held virtually due to the COVID-19 pandemic
 - 10-minute presentation
 - Facilitated by: medical student advocates (peer-to-peer)
- Presentation [link](#) (for reference); included:
 - What is segregated care?
 - How does Segregated Care exist within the Mount Sinai Health System?
 - How does Segregated Care impact medical education at ISMMS?
 - Recommended action items students can take during third-year when they see Segregated Care in practice

Summary of Past Curricular Inclusion Work

- We are incredibly grateful that the orientation and InFocus teams made time for Segregated Care this year; however, these **10-minute sessions were pressed for time and squeezed between existing sessions**
- To date, **student advocates have been the primarily leaders of these curricular inclusion efforts**



Concern: *because past work has been squeezed into existing curriculum and student driven, we fear that this work has not yet been committed to institutional memory or captured in the curriculum in an intentional, sustainable way.*



- ☐ Introductions
- ☐ Overview of curricular inclusion to-date
- ☑ **Student suggestions for path forward**
- ☐ Brainstorming

Assumptions



- ❑ Our curriculum is dense, with limited wiggle room for new content
- ❑ Educating students on Segregated Care is important for creating informed, anti-racist ISMMS graduates
- ❑ Educating students specifically about Segregated Care within the Mount Sinai Health System is important to prepare them for third and fourth year clerkships, where they will be confronted with this system in practice
- ❑ Student advocates have created many of the presentation resources needed to include this in the curriculum going forward; this should limit the time and resources required to create new learning materials

Proposed Inclusion



Because there is such limited room for new content in the densely packed curriculum, we propose educating on Segregated Care where synergistic with the existing curriculum, including:

- First-year: add additional scenarios during existing sessions focused on ethics
- Second-year: create a 1-hour long discussion-based session focused on Segregated Care during InFocus; synergies with surrounding sessions focused on “Dual Loyalty”
- Second-year medical school pathophysiology: inclusion of Segregated Care into pathophysiology course patient presentations and case studies at Mount Sinai
- Third-year clerkship preparation: re-introduce Segregated Care to students, with a specific focus on how it plays out at Mount Sinai; the goal of this 1-hour discussion-based session should be to ensure students are prepared to see this in their upcoming clerkships
- Third-year clerkships: within each clerkship, have a didactic session focused on Racism and Bias, and integrate Segregated Care education into these sessions

Backup Options:



If the aforementioned proposal seems unfeasible, we also think the following options are worth considering:

- **Option 1**: institutionalize the structure that we did informally this year; introduce first-year medical students to Segregated Care during orientation, and re-introduce the content during IF tailored to second-year medical students approaching their clinical years (*concern: 10-minutes is not enough time for this content*)
- **Option 2**: build entirely new session(s), either in orientation, IF, or throughout the remainder of the first and second-year curriculum specifically focused on Segregated Care (*concern: time and resource intensive for curriculum team*)



- ❑ Introductions
- ❑ Overview of curricular inclusion to-date
- ❑ Student suggestions for path forward
- ❑ **Brainstorming**

FOR DISCUSSION



- ❑ Are any of the options we proposed reasonable and sustainable from the perspective of the curriculum team? If not, what would be preferred?
- ❑ Given the future curriculum overhaul that has been discussed, how can we ensure that changes coming out of this meeting are captured in the long-term?
- ❑ What should be the role of student advocates in helping the Curriculum team institutionalize and formalize this beyond this meeting?

Next Steps



*To be aligned on, and sent out
in follow-up to the meeting*



Acknowledgements

Student Advocates: Rachel Wilkinson, Akila Pai, Conner Fox, James Blum, Zina Huxley-Reicher, Alec Feuerbach, Michelle Tong, Sofia Ahsanuddin, Seshat Mack, Giselle Lynch, Brielle Cardieri, Denisse Rojas Marquez, Hazel Lever, Kamini Doobay, Lily Ostrer, Charlotte Austin, Jeremy Levenson, Sarah Levy, Stephen Supoyo, Lindsay Clark, Kevin Weiss, Ashesh Trivedi, Jillian Keegan, Ruhee Shah, Terence Hughes, Paige Cloonan, Emily Xu, Adrianna Pero, Bethany Dubois

Administration Partners: Dr. David Muller, Dr. Ann-Gel Palermo, Dr. Leona Hess, Dr. Joe Truglio, Jenn Meyers

Thank you for your time!



*Questions,
comments,
feedback?*