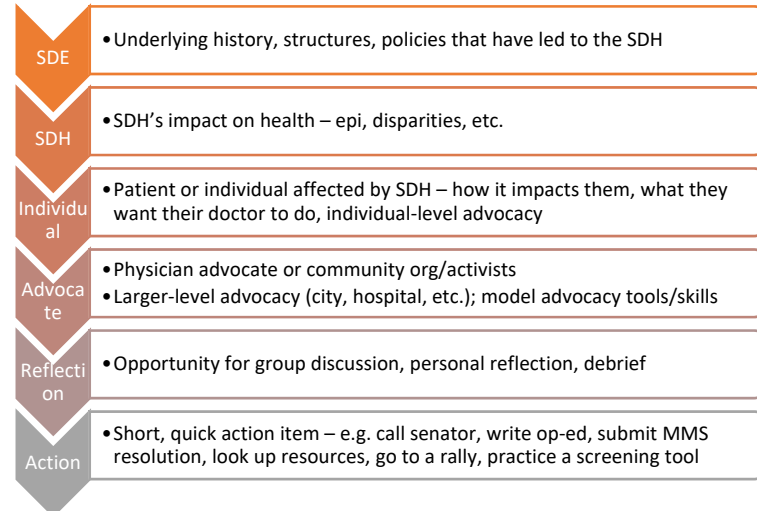


## Advocacy & Equity VIG: Proposal

### Preclinical Core Curriculum – for each SDH:



We believe every student should be able to do the following for each SDH:

1. Describe underlying history, structures, policies, etc. that lead to unequal distribution of what populations are affected by a given SDH
2. Describe ways in which a given SDH impacts access to healthcare and health outcomes
3. Identify ways to advocate for an individual patient who is affected by a given SDH
4. Identify examples of larger-level advocacy that works toward changing or eliminating a given SDH
5. Reflect on one's own power/privilege/bias as it relates to a given SDH
6. Take action toward helping a patient with a given SDH or participating in advocacy to eliminate SDH

- Day of lectures for each one – e.g. “Housing Day” – can embed into whichever module it best fits
  - 8:00-9:00 History of oppressive & inequitable housing policies
  - 9:00-10:00 Impact of housing on health
  - 10:00-10:30 Speaker who has experienced homelessness or inadequate housing
  - 10:30-11:00 Advocate speaker or community group
  - 11:00-12:00 Session for reflection + action item

### Preclinical Supplemental Curriculum

- E.g. 1-2 hour sessions biweekly through preclinical years
- \*\* Led by MS4s (w/ faculty mentorship)
  - MS2s and MS3s can get involved, but their time is most limited, so MS4s take lead
- Choose an SDH topic to focus on & complete longer-term advocacy project
- Designated time to work on project, collaborate with peers, opportunities to teach about SDH
- More guest speakers, deeper presentations about SDH topics, more time for group discussions and reflections
- Community partnerships, skills workshops, partnering w/ SPH

### Clerkship Core Curriculum

#### Third-year orientation

- Training in hospital & community resources, individual patient-level advocacy
  - MS4 student panel about times they advocated for a patient and navigated medical hierarchy
  - Round-table with hospital resources like last year, with more emphasis on helping patients w/ SDH
  - Advocacy handbook (~OBGYN clerkship handbook – has tons of hospital resources; consider a different medium)
  - Sim/practice for screening patients, referring to resources, etc.

#### 2. Embed into clerkships

- SDH screening + referral, didactic lectures, etc. (medicine, OBGYN, psych, FM all already have some components of this)

### Clerkship Supplemental Curriculum

- Students given time monthly to meet (either at BUSM or calling in remotely)
  - ~UHAT (residents given time to participate in regular UHAT didactics)
- Continuation of preclinical supplemental curriculum
  - Continue advocacy projects
  - Reflect on experiences w/ patients
  - Practice story-telling (for lobbying, op-eds, etc.)
  - Discussions of how/whether to incorporate advocacy into future career goals, workshops around professional development and specialty selection w/ advocacy focus
  - Final product: Use experience from third-year for some kind of advocacy product
    - E.g. op-ed, lobby day, fundraising campaign, QI idea, etc.

### Elective Curriculum (supplemental only)

- Either advocacy or teaching focus
- Advocacy focus = completing longitudinal advocacy project/taking to next level
- Teaching focus = leading supplemental preclinical and clerkship advocacy/equity curricula
- Longitudinal over fourth year, given 1 block credit (per focus) for working on it over time (rather than a designated block)
- Some more didactics focused on leadership and teaching