ABSTRACT# 43

Name of Trainee: Katherine A. Nash MD (katherine.nash@yale.edu), Jasmine Weiss MD (jasmine.weiss@yale.edu), Leslie M. Harris MD (leslie.harris@yale.edu)

Mentors: Marietta Vazquez, MD (Marietta.vazquez@yale.edu)

Type of Trainee: Fellows, Resident

Title: Adapting, Implementing and Evaluating the Health Equity Rounds Curriculum for Yale Pediatrics
K. A. Nash1,2, J. Weiss1,2, L.M. Harris2, M. Vazquez2.
1. National Clinician Scholars Program 2. Yale School of Medicine, Department of Pediatrics

Background: The medical community increasingly recognizes the role of structural racism and implicit bias in health inequities. Medical education interventions are one potential way to mitigate the impact of implicit bias and disrupt systemically racist structures. Few curricula exist that engage an interdisciplinary team that includes residents, staff and faculty members as learners rather than teachers of these topics.

Methods: We adapted and delivered a curriculum developed by pediatricians at Boston Medical Center for the Department of Pediatrics at Yale University. Health Equity Rounds (HER) is a longitudinal case conference curriculum that addresses the impact of structural racism and implicit bias on patient care through case-based discussion, didactic instruction and evidence-based exercises. The curriculum was developed based on a conceptual framework from the social psychology literature aimed at reducing the impact of bias in the health professions. We delivered the first HER on February 25th, 2020 as part of the Department of Pediatrics’ diversity training initiative. We evaluated the feasibility, acceptability and perceived educational value of the conference in a post-conference survey. We analyzed the survey data using descriptive statistics and qualitative review of free-text comments.

Results: 72 individuals attended the first HER at Yale. 28 individuals responded to our post-conference survey. 79% participants were from the Department of Pediatrics; 29% were faculty, 50% trainees, 14% nurses or social workers. On average, participants rated the educational value of the session 4.82 out of 5 (1=poor, 5=excellent). Participants rated their engagement with the conference 4.68 out of 5 (1=not engaged 5 = very engaged). 86% said that what they learned in this session would impact their clinical practice. 27/28 said that they would attend another HER and 1 participant was unsure if they would attend another HER.

Conclusion: We successfully adapted and implemented the HER curriculum. HER provides a unique forum for practitioners across training levels to address structural racism and implicit bias. The curriculum was acceptable to participants who overwhelmingly found the session educationally valuable. We plan to deliver additional HER in the 2020-2021 academic year.

Word Count: 335