

#242 Vivek Shah, Katty Wu, Luke Morales, Andrea Martinez, Lisa Kim, Julia Sokel Advisor(s): Carla Boutin-Foster

Between the Lines: A student-developed, community-informed vehicle for health equity education

Background: Although there is a growing emphasis on the social determinants of health in pre-clinical medical education, curricula often fail to mention the relevant underlying structural and historical causes of well-documented medical disparities. With the backdrop of the coronavirus pandemic illuminating long-standing health inequities within minority communities, students have been called upon to play a critical role in advocating for curricular change that explores the impact of these realities on health.

Objective: We aim to investigate whether a student podcast can serve as a suitable complement to the traditional didactic setting and cover key topics on health equity.

Methods: Downstate medical students created a podcast titled *Between the Lines: Everything Your Medical School Didn't Teach You About Health Equity*. This podcast serves as a novel model of an applied health disparities education for pre-clinical medical pedagogy. The podcast centers around topics relevant to clinical experiences and current socio-political crises. Each episode features an interview with a community voice whose expertise derives equally from lived experiences and community work to provide a perspective distinct from academia. Student-designed research questions and reflection in each episode anchor the relevance of these conversations to medical education.

Results: Four episodes were released between December 8, 2020 and January 25, 2021. Using a qualitative study design on student feedback, we aim to assess the reception and impact of our podcast on the Downstate student community.

Conclusion: With the pandemic dramatically altering the setting of medical education, remote learning has become the new norm. This community-centered, justice-inspired podcast not only fulfills this new remote requirement but also acts as a catalyst for open discourse about relevant topics of medical inequity in a way that was hitherto unavailable to students.

Additional contributors to this project:

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