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STANFORD EAST PALO ALTO HEALTH CAREER COLLABORATIVE: DESIGN AND OUTCOMES OF A REMOTE HEALTHCARE EDUCATION PIPELINE PROGRAM FOR URM AND FGLI HIGH SCHOOL STUDENTS

Background:

Stanford East Palo Alto Health Career Collaborative (HCC), a partnership between Stanford Medicine and East Palo Alto Academy (EPAA), is a weekly after-school program which exposes underrepresented-minority (URM) and first-generation low-income (FGLI) high school students to healthcare topics, educational pathways, and careers. Stanford HCC's goals are to increase student's feelings of healthcare identity, belonging, and mentorship connection. Baseline pilot data from a past cohort revealed that, before participation, HCC participants felt unsure they belonged in a healthcare career and whether people like them belonged in healthcare at rates of 50% and 38%, respectively. Additionally, 62% felt unsure or disagreed that they felt connected to a mentor. Due to the COVID-19 pandemic, EPAA students were attending school remotely. With guidance from the HCC national team, we implemented HCC using a remote curriculum. An interdisciplinary team of Stanford graduate students developed a curriculum focused on caring and consistent student-mentor relationships, culturally relevant cases, and activities which center critical thinking and creativity.

Methods:

Through analysis of pilot pre/post-program survey data from our 2019-2020 cohort, we developed a theory of change to guide the design of a new 20-session curriculum using backward design. Mentorship families were established with a maximum student to teacher ratio of three. To mitigate Zoom fatigue and increase attendance, creative incentives were implemented.

Results:

Data analysis is still pending our final session on March 3rd, 2021.

Conclusion:

It is possible to implement a healthcare education pipeline program for URM and FGLI high school students remotely.

COMMUNITY PARTNER

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