The Health Career Collaborative: Remote Mentorship, Healthcare Education Exposure & Project-Based Learning Focused on Underrepresented High School Students

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PROJECT DESCRIPTION

Stanford East Palo Alto Health Career Collaborative (HCC) 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 students’ feelings of healthcare identity, belonging, and mentorship connection. Due to the COVID-19 pandemic, students were attending school remotely. With guidance from the HCC national team, we developed and implemented a remote curriculum focused on fostering caring and consistent student-mentor relationships, culturally relevant cases, age-appropriate anatomy and physiology, and activities centering critical thinking and creativity.

STATEMENT OF NEED

Baseline pilot survey data from our 2019-2020 cohort revealed that, before participation, HCC participants felt unsure to disagree that they felt connected to a mentor. Baseline pilot survey data from our 2019-2020 cohort revealed that, before participation, HCC participants felt unsure to disagree that they felt connected to a mentor. Belonging in healthcare at rates of 50% and 38%, respectively. Additionally, 62% felt unsure to agree regarding feeling like people “like them” belong in healthcare, feeling they can obtain a position of leadership in the future, and feeling knowledgeable about different career options in healthcare.

PROJECT OBJECTIVES

• Increase students’ feelings of healthcare identity, belonging, and mentorship connection.
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FUTURE DIRECTIONS

Future efforts should investigate the longitudinal impact of the HCC program on students’ college enrollment, choice of major, and BCM GPA two years after high school graduation. These findings highlight the adaptability and sustainability of HCC programming as a meaningful component of the healthcare education pipeline mitigating multiple barriers to entry while also nurturing and developing protective factors for URM and FGLI student persistence towards healthcare careers.

ACKNOWLEDGEMENTS

A special thanks to East Palo Alto Academy, Stanford Department of Surgery, and Stanford Office of Community Engagement for their continued support of this flourishing partnership. The HCC is a program of the Americas to College of Surgeons through their Operation Giving Back division. The establishment of the HCC was supported by the Health Career Collaborative Program Initiation Grant through the Aetna Foundation and Sanofi-Regis, with sustained funding of the program provided by the Stanford Department of Surgery. A Valley Fellowship was awarded to Alex Gefter to fund his contributions and time spent on this project.

REFERENCES


RESULTS

How Do Our Students and Staff Partners Feel?

* I just wanted to thank you for all the time and work you and others put in to ensure HCC would continue to be great even online. In the beginning I was a little nervous on how much would change, but I had fun and learned a lot.
* Now so the time would I say thank you and I’ll see you next year... thank you and we'll miss you. Also thank you for the year we had in person. *
* AAMC Student E
* "Thank you all from the bottom of my heart. The HCC has become a point of great pride for the students and all of us as a school. Please know that I am extremely grateful to you all. Thank you for joining EPA in disrupting the cycle of poverty for all communities and diversifying the college of people. How fun to imagine that one day it will be one of my students, who is helping us at the hospital - as an MD!"
* EPA Staff A

FEDERATIONS OF REMOTE HCC CURRICULUM

- Practical Foundations
- Longitudinal Mentorship Families (20 sessions)
- Minimum 2 to 1 Mentor to Student Ratio
- Weekly URM Health Professional Pop-In Speakers
- Spiralizing Curriculum Promoting Spaced Repetition
- Attendance Incentive Program
- Theoretical Foundations
- Nodding’s 7 C’s and Theory of Care
- Freire’s Critical Theory
- Deep’s Growth-Mindset Theory
- Pedagogical Foundations
- Mindset, Rapport, and Representation - 5 Modules
- College Success - 4 Modules
- Science of Medicine and Disparity - 5 Modules
- Scholarly Presentation Skiller - 5 Modules

---Since 2018, HCC has served 67 predominately URM FGLI participants---