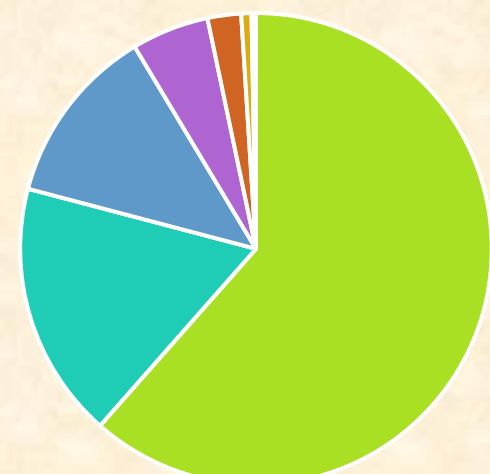


## PROJECT DESCRIPTION

The Health Career Collaborative was established to create inroads to pursue health careers for high school students from underrepresented backgrounds. By fostering partnerships between these students and medical mentors, the HCC hopes to achieve a symbiotic relationship; a relationship in which medical students are better able to understand and empathize with communities that they will serve, while also ushering in a new generation of caregivers to reshape the medical landscape.

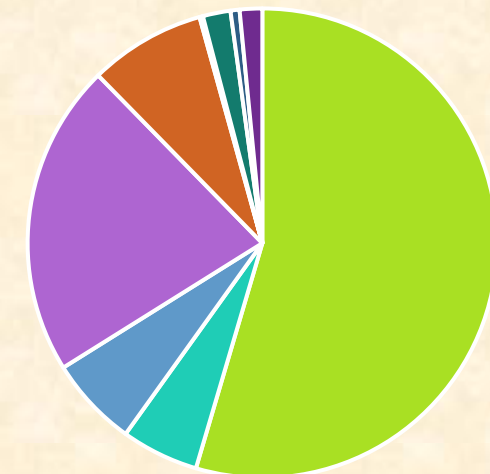
## STATEMENT OF NEED

**U.S. Population by Race/Ethnicity**



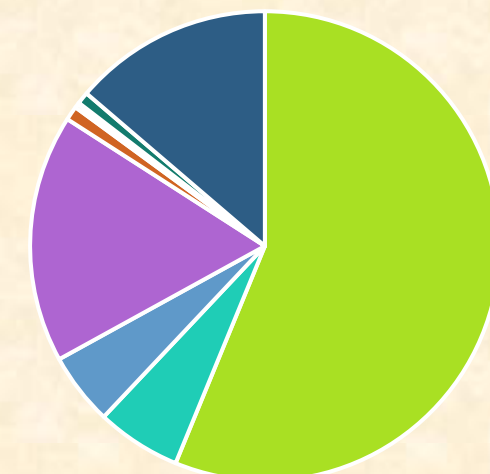
- White (61.5%)
- Hispanic, Latino, or of Spanish Origin (17.6%)
- Black or African American (12.3%)
- Asian (5.3%)
- Multiple Race/Ethnicity (2.3%)
- American Indian or Alaska Native (0.7%)
- Native Hawaiian or Other Pacific Islander (0.2%)
- Other (0.1%)

**Medical School Graduates by Race/Ethnicity**



- White (54.6%)
- Hispanic, Latino, or of Spanish Origin (5.3%)
- Black or African American (6.2%)
- Asian (21.6%)
- Multiple Race/Ethnicity (8.0%)
- American Indian or Alaska Native (0.2%)
- Native Hawaiian or Other Pacific Islander (0.1%)
- Other (1.9%)
- Unknown Race/Ethnicity (0.6%)
- Non-US Citizen (1.5%)

**U.S. Physicians by Race/Ethnicity**



- White (56.2%)
- Hispanic, Latino, or of Spanish Origin (5.8%)
- Black or African American (5.0%)
- Asian (17.1%)
- Multiple Race/Ethnicity (1.0%)
- American Indian or Alaska Native (0.3%)
- Native Hawaiian or Other Pacific Islander (0.1%)
- Other (0.8%)
- Unknown Race/Ethnicity (13.7%)

## OBJECTIVES

- Increase underrepresented students' feelings of belonging in academia & medicine
- Aid students in establishing careers in healthcare by equipping them with the social capital, skill sets, and knowledge necessary for entry
- Create avenues into healthcare for students from disadvantaged backgrounds
- Enhance participants' rate of graduation from high school & entrance to college
- Prepare students to be successful in college and in their future careers.



Figure 1. 10<sup>th</sup> grade students from East Palo Alto Academy performing surgical knot tying at the Goodman Surgical Education Center.

## INTERVENTIONS



Figure 2. 10<sup>th</sup> grade students from East Palo Alto Academy presenting their academic projects at Stanford Medical School.

The program has grown from 10 participants in 2018-2019 to 39 participants in 2019-2020.

- **Tenets of Program**
  - Weekly Mentoring & Project-based Learning
  - Specialty-Based Curricula
  - Health Career Exposure Opportunities
  - Kick-off & Finale at Stanford
- **10<sup>th</sup> Grade Program**
  - Emergency Medicine Curriculum
  - CPR & AED Training
  - Student-led Academic Projects
- **11<sup>th</sup> Grade Program**
  - Public Health Curriculum – 5 Modules
  - College & Career Readiness Sessions
  - Public Service Announcement Project

## RESULTS

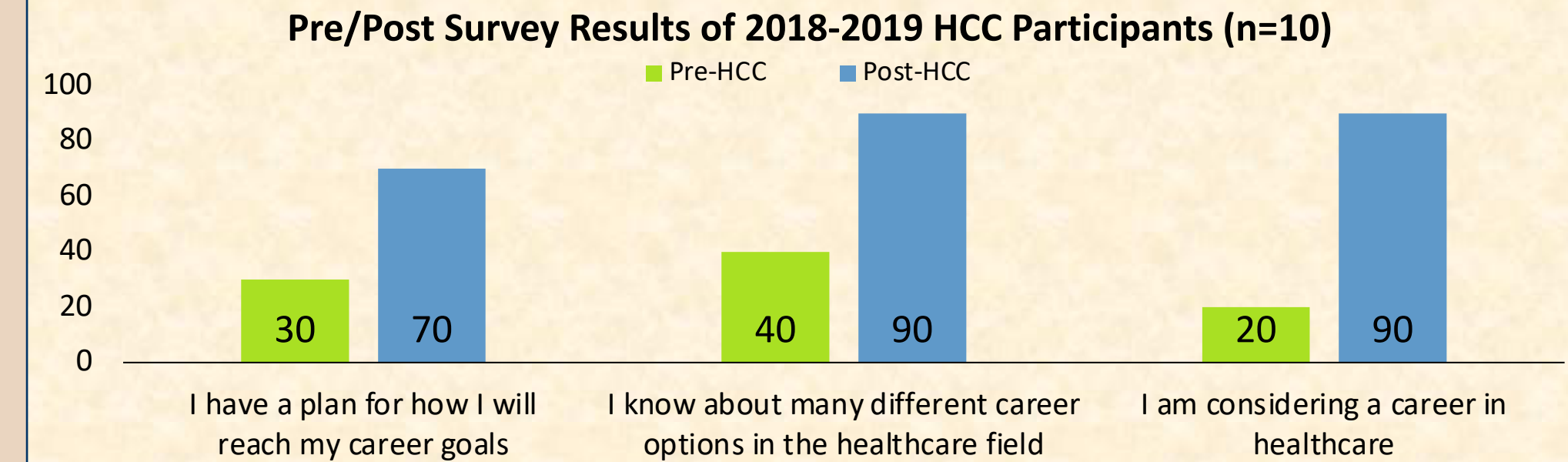


Figure 3. Survey results from 2018-2019 pilot year. These results suggest that involvement in mentorship & career exposure programs like the HCC may be a powerful tool to improve representation in healthcare in the future.

Something I liked about the program was..	
"It inspires me more to pursue my studies and possibly a career in healthcare"	"The connection between us"
"Building relationships/connections with students"	"How medical students took the time to teach and learn with us"

Table 1. Qualitative Responses from Survey Question: "Something I liked about the program was..", Health Career Collaborative, East Palo Alto Academy, 2018-2019 pilot year (n=10)

## FUTURE DIRECTIONS

Expanding upon this partnership between East Palo Alto Academy and Stanford School of Medicine, in '20-21 the program was adapted to the virtual setting to abide by COVID restrictions. Future efforts should investigate the impact of remote mentorship programs on students' feelings of belongingness within medicine as compared to in-person programs. If positive correlation is found, this would highlight the opportunity to provide remote programming to underrepresented youth as a potential vehicle to make our workforces more diverse, equitable, and representative for all, and could expand capacity by offering opportunity to students who live distant from partnering medical schools.

## ACKNOWLEDGEMENTS

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## REFERENCES

Eliason, J., et al. "AAMC Diversity in Medical Education Report: Facts & Figures 2016." 2016.