



Advancing Healthcare Equity with Medical Humanities

Advancing Healthcare Equity with Medical Humanities Concluding Round Table

12/14/2022

COURSE DESCRIPTION

"Advancing Healthcare Equity with Medical Humanities" uses critical humanities scholarship to educate physicians about racism, sexism, and other forms of prejudice that harm the delivery of medical care. The intended outcome of the project is to reduce the adverse effects of bias on human health care. The webinar series aims to maximize accessibility and promote dialogue between medicine and the humanities. CME credit will be available to interested participants for a fee of \$10 per session. The webinars will cultivate diversity competency using a medical humanities framework. Scholars in the humanities and social sciences will provide hour-long lectures on relevant topics followed by an interactive question and answer session with attendees. The speakers will address healthcare equity using literary analysis, anthropology, sociology, history, journalism, and philosophy. Each lecture will explore issues of race, gender, and identity in medicine using material from humanities research: literary texts, historical accounts, sociological studies, philosophical theories. Lecture themes include racial and economic disparities in child mortality, race and racism in medical education, gender inequality, addiction stigma, and narratives of mental difference. The contributing role of bias in health disparities has become increasingly apparent. One of the goals of the Department of Health and Human Services' Healthy People 2020 initiative is "to achieve health equity, eliminate disparities, and improve the health of all groups." The humanities and social sciences-given their ability to teach critical thinking, perspective taking, and reflection-are well-positioned to help address implicit and explicit biases. In a moment when disparities in healthcare outcomes are powerfully revealing the extent of structural racism in our society, the humanities can contribute the tools of antiracist pedagogy to medical education. Following the AAMC's report on "The Fundamental Role of the Arts and Humanities in Medical Education" we seek to promote the key function of "social advocacy" in medical education, asking our learners to "question, critique, and transforms norms as well as potential inequalities and injustices in health care and society more broadly." This initiative will bolster physicians' ability to identify and respond to biases in healthcare and enable them to similarly educate the learners whom they teach.

EDUCATIONAL OBJECTIVES

After participating in this activity, clinicians should be able to:

1. Recognize the relevance of the humanities to medicine and medical education.
2. Identify how racism, sexism, and other forms of prejudice have harmed medical education and the delivery of healthcare across history and within various specialties/topic areas.
3. Identify how medical humanities can help advance awareness of health disparities and contribute to health equity.

TARGET AUDIENCE

Physicians (all specialties) Students of the health professions Scholars and students of medical humanities
Healthcare educators and administrators

ACCREDITATION STATEMENT

The NYU Grossman School of Medicine is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

CME CREDIT DESIGNATION STATEMENT

The NYU Grossman School of Medicine designates this live activity for a maximum of *2.00 AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

MISSION STATEMENT

The NYU Grossman School of Medicine is committed to training physicians to provide excellent care of patients through life-long continuing medical education of the highest quality. Our overall goal is to enhance clinical competence and performance, and, where possible, improve patient outcomes.

Provided by the NYU Grossman School of Medicine



NYU Grossman School of Medicine FULL DISCLOSURE POLICY

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It is the policy of the NYU Grossman School of Medicine to ensure balance, independence, objectivity, and scientific rigor in all its individually provided or jointly provided activities. Because CME activities are conducted in the public interest, it is important to assure the public that education received by physicians and other health care professionals through whom patient care decisions are made is conducted with the highest integrity, scientific objectivity and in the absence of bias. A relevant financial relationship exists when individuals have both a financial relationship with an ineligible company and the opportunity to affect the content of CME about the product or services of that ineligible company. The Accreditation Council for Continuing Medical Education (ACCME) holds providers of CME responsible for collecting information from its planners and presenters of CME content and mitigating those relationships prior to the commencement of the CME activity. The intent of the mitigation process is to assure that provider, planner, and presenter's financial relationships with ineligible companies do not supersede the public interest in the design and delivery of continuing medical education activities for the profession.

The following presenters or planners have indicated whether or not they have a relevant financial relationship with an ineligible company or companies. Additionally, **"Unlabeled/Unapproved"** will disclose whether they will include the discussion of the unlabeled or unapproved use of a drug, device or procedure and **"New & Evolving Topics"** will indicate that this presenter will be discussing, debating, or exploring new and evolving topics.

Name	Role	Company Name: Type of Relationship
Kimberly Adams, PhD	Course Director, Moderator	reports no relevant financial relationships.
Arthur Caplan, PhD	Speaker	reports no relevant financial relationships.
Katie Grogan, DMH, MA	Course Director, Moderator	reports no relevant financial relationships.
Aisha Langford, PhD, MPH	Speaker	reports no relevant financial relationships.
Aparna Nair, PhD, MPH	Speaker	reports no relevant financial relationships.
Julie Sowash, BA Political Science	Speaker	reports no relevant financial relationships. New and Evolving Topics: Greater inclusion of participants with disabilities in clinical research
Michael Tanner, MD	Planner	reports no relevant financial relationships.
Danielle Milbauer, MBA, CHCP	Planner	reports no relevant financial relationships.
Kirk Campbell, MD	Planner and Medical Director, CME	reports no relevant financial relationships.

The Independent Reviewer of this activity reports no relevant financial relationships.
All relevant financial relationships have been mitigated.