



Efficacy of a Curriculum Teaching Healthcare Disparities in Gastroenterology

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Background

• Tools are lacking to provide medical education for GI fellows about healthcare disparities (HCD) as now mandated by ACGME Common Program Requirements (II.A.4.a).(2)

• Aim of study was to pilot a HCD curriculum for our GI fellowship

Methods

• Designed and implemented a year-long HCD curriculum

• Fellow presented a journal article about general or GI-related HCD followed by guided group discussion

• Developed a 10 question validated survey for fellows and attendings pre- and post-curriculum intervention

Results

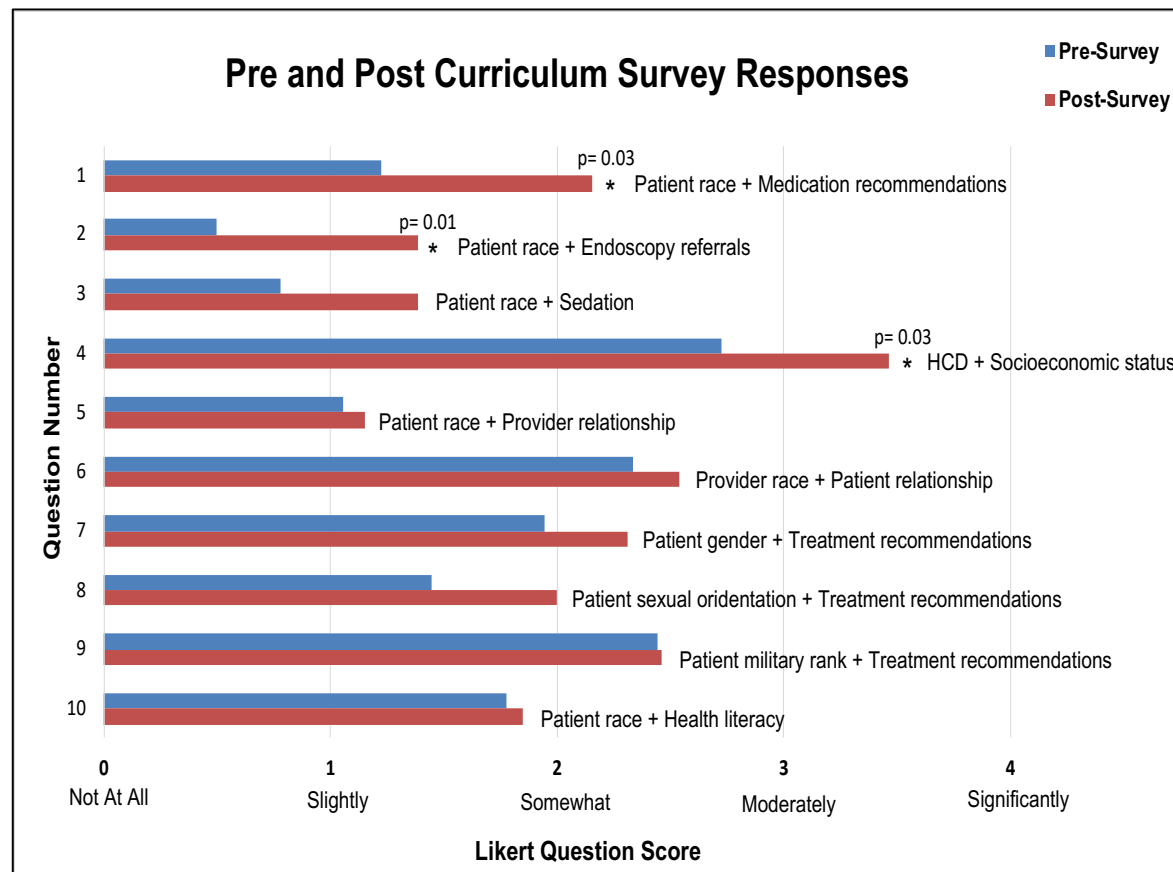


Figure 1. Pre- and post-survey data assessing knowledge and attitudes about HCD following curriculum intervention. Asterisk represents statistical significance, p < 0.05

Characteristic	Pre-Curriculum Survey Participants (n= 18) No. (%)	Post-Curriculum Survey Participants (n =13) No. (%)
Sex		
Male	11 (61%)	9 (69%)
Female	7 (39%)	4 (31%)
Age Group		
<40 yr	11 (61%)	9 (69%)
>40 yr	7 (39%)	4 (31%)
Race		
White	12 (67%)	9 (69%)
Black	1 (5%)	0 (0%)
Asian	4 (22%)	2 (15%)
Hispanic	1 (5%)	0 (0%)
Other	0 (0%)	2 (15%)
Trainee Status		
Trainee	10 (56%)	8 (62%)
Attending	8 (44%)	5 (38%)

Table 1. Baseline characteristics of curriculum and survey participants

Discussion

• Implementation of our curriculum increased awareness of HCD amongst GI fellows and attendings

• Developed web-based HCD curriculum with academic sessions and educator tools, currently implemented at several GI fellowship programs for AY 22-23