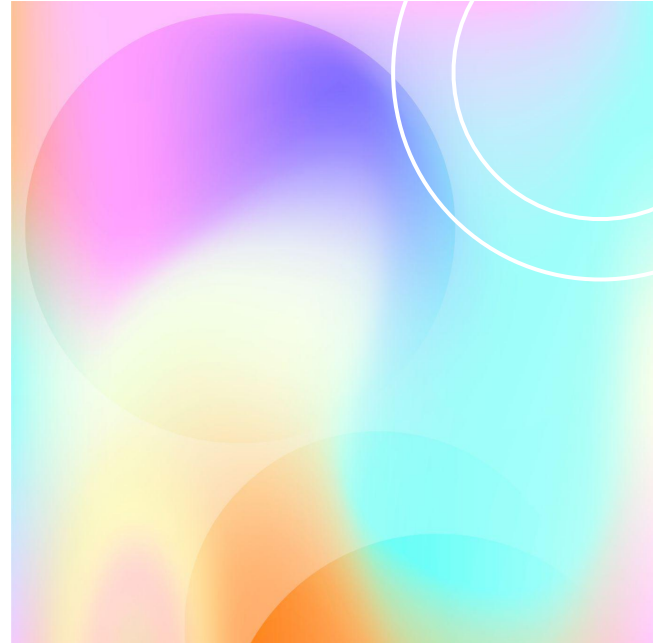




# Intro to the SRHE Thread

Structural Racism and Health Equity Thread  
Lindsay Wells, MD  
Shamsher Samra, MD, MPhil  
SRHE Student Tutors





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Understand the origins, core values, and learning goals of SRHE  
→ **Why does SRHE exist, how did it come to be, and what is it trying to do?**

02

Begin defining radical humility, community, and imagination, and their importance to practicing liberatory medicine.

03

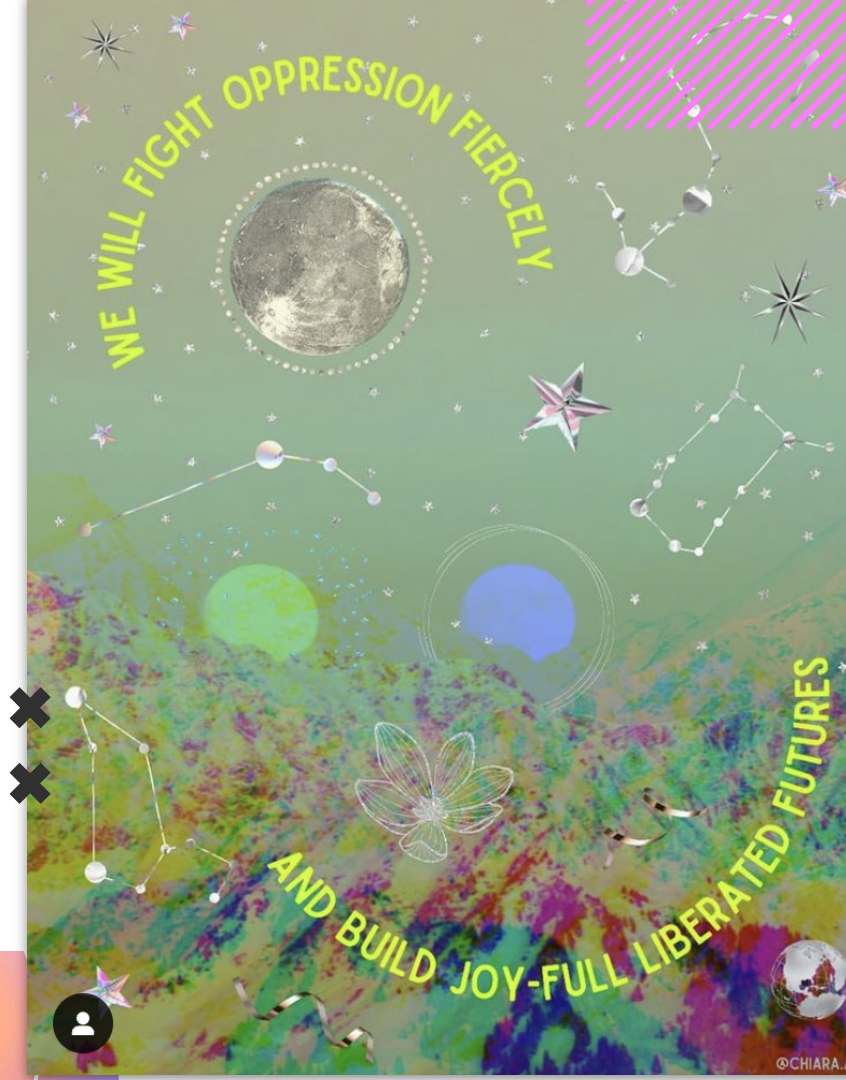
Describe the SRHE thread, its differences amongst other courses in the DGSOM curriculum (Foundations of Practice, Scientific Foundations of Medicine, etc.), and its importance in medical education in centering structural awareness, critical thought, and praxis around racism and health justice, and decenter physicians and medical expertise.





# SRHE Values

- Radical humility
- Imagination
- Community
- Liberatory solidarity
- Accompaniment
- Intersectionality





let's reflect~



# Why does SRHE exist?

Let's check in with ourselves ~

You heard there was a Structural Racism & Health Equity thread:

**What were your initial reactions?**

**Excitements ? Apprehensions ?**

**Where did you feel these in your body?**





# Why does SRHE exist?

from the tutors' perspective ~ why  
do we nurture and grow this thread?





# Our Hxstories



- Arose out of a long history of medical student activism **against** specific racist elements in the medical school curriculum causing harm to BIPOC (Black, Indigenous, and People of Color) students and patients and **for** more dedicated time learning about social justice
- Health and medical practice are deeply impacted by racism and other intersectional structures of power, hierarchy, and oppression - **all of which require humility, space and patience to understand, deconstruct, and eventually rectify.**





# Our Hxstories



- SRHE provides a space for students to explore and **deconstruct the structures that produce the health inequities** that we and our patients experience, as well as to **imagine alternatives** and learn from promising examples of **health justice**.
- We share **theories and visions of change** from people with **lived experience**, local organizers + engaged community members, and the social sciences to provide **new ways of thinking and doing** that promote health justice and anti-racism inside and outside the medical system.





# SRHE Timeline: How it Came to Be?

Many years

## Pre-HEH DGSOM Anti-Racist Organizing

Long history of students organizing reactively against racist instances in the curriculum and educational experiences, as well as UCLA Health policies (preclinical and during clerkships)

10/2017

## Founding of the Health Equity Hub

HEH founded by student organizers to create a physical and symbolic space for student organizing; one specific working group for **education and curriculum**

3/2018

## “Structural Racism in Medicine” Session

After further harmful instances and problematic proposals for solutions, HEH leaders pushed for and co-created a structural racism session for Doctoring 2 (FOP) in March 2018 with various speakers and required readings -- **the first time we talked explicitly about structural racism as part of the DGSOM curriculum**

2019-2020

## “Caring for Patients Made Vulnerable during COVID-19” Session

In the wake of Trump’s threat of increased ICE raids, a group of students working under various hats (Undocumented, GHHS, Campaign Against Racism-LA) began developing materials on immigrant health and caring for undocumented patients. Students created a mandatory, case-based session for MS3s in **Transitions to Clerkships** (April)

6/2020

## Structural Racism & Health Equity Theme

In the wake of national racial justice demonstrations and resistance, students and faculty coalesced on demand for a longitudinal structural racism thread with faculty support and paid student tutors → **this group leads a successful advocacy campaign for the SRHE thread**



**458 UCLA medical students, staff, faculty, clinical  
instructors, residents +  
80 physicians +  
39 DGSOM Student Organizations  
support UME demands**

**Letter addressed to:** UCLA Health System

**Letter sent:** June 2020

**Letter:** <https://docs.google.com/document/d/1-Z1ZevnaKAI-2ZD2hEyGLUzUDNcCoeh8nNd3WTIT9Ug/edit?ts=5ed6e35e>

In addition to demands for UCLA Health to divest from LAPD, restructure the Office of Equity Diversity and Inclusion, enact a plan to provide complete care to all people including Medi-Cal, low-income, and uninsured patients, and other concerns, the last demand states:

- **“Establish a required longitudinal course for all DGSOM students that addresses racism, social and economic injustice, and structural violence in order to equip future physicians with the tools and knowledge to care for their patients holistically.** This includes following the lead of other institutions like University of Washington to ban racialized diagnostic protocols, increasing representation among standardized patients and medical cases, and recognizing the history of justified mistrust of the medical system among

Medical Student Council (MSC)  
Health Equity Hub (HEH)  
Student National Medical Association (SNMA) Chapter at UCLA  
Asian Pacific American Medical Student Association (APAMSA) Chapter at UCLA  
Latino Medical Student Association (LMSA) Chapter at UCLA  
UCLA Pride Alliance  
UCLA Medical Students for Planetary Health  
Muslim Student Association at DGSOM  
UndocuMed Students and Allies (UMSA)  
OB/GYN Student Interest Group (OBIG) at DGSOM  
Pediatrics Student Interest Group (PIG) at DGSOM  
American Medical Student Association (AMSA) Chapter at DGSOM  
Transplant Surgery Interest Group (TSIG) at DGSOM  
Community Healing through Art Medicine Program at DGSOM  
Lifestyle Medicine Interest Group at DGSOM  
Psychiatry Interest Group at DGSOM  
American Medical Women's Association at DGSOM  
Anatomy Academy  
Chinese Medicine Interest Group at DGSOM  
Public Health and Preventative Medicine Interest Group at DGSOM  
Med Mentors  
LA Human Rights Initiative  
Radiation Oncology Interest Group at DGSOM  
Emergency Medicine Interest Group at DGSOM  
Geriatric Medicine Interest Group at DGSOM  
UCLA Christian Medical and Dental Association  
Bioethics Interest Group at DGSOM  
DGSOMeditation  
Integrative Medicine Student Interest Group at DGSOM  
Palliative Care and Hospice Interest Group at DGSOM  
Surgery Interest Group (SIG) at DGSOM  
Plastic and Reconstructive Surgery Interest Group (PRSIG) at DGSOM  
Internal Medicine Interest Group (IMIG) at DGSOM  
Family Medicine Interest Group (FMIG) at DGSOM  
American Medical Association Chapter at DGSOM  
Partnership for Progress (P4P)  
Minority Health Conference at DGSOM  
UCLA Hotspotters  
Medical Students for Choice

# ♥ Growing Tutor Community

**Cyndni Baker (MS2)**  
**Stephanie Bueno (MS2)**  
**Liz Carrillo (MS4/LOA)**  
**Liz Flores (MS4)**  
**Jack Fukushima (MS2/PhD)**  
**Matt Hing (LOA/PhD)**  
**Guneet Kaur (MS4/LOA)**  
**Daniel Kennedy (LOA/PhD)**  
**Mariam Khan (MS4)**  
**Kathley LeTran (MS1)**  
**Shiv Nadkarni (MS4/**

**Fiona Obiezu (MS4/LOA)**  
**Leslie Ojeaburu (MS4)**  
**Sonia Raghuram (MS2)**  
**Dailyn Rodriguez (MS4/LOA)**  
**Aarushi Saharan (MS1)**  
**Raul Salazar (MS4)**  
**Myriam Shehata (MS4)**  
**Hanin Sheikh (MS2)**  
**Karla Tlatelpa (MS4)**  
**Cristian Yanes (MS1)**

## Past Tutors

Ariel Hart  
Dr. Emma Aguilar-Posada  
Dr. Elaine Chan  
Dr. Stephanie Clavijo  
Dr. Oscar Echeverria  
Dr. Abhinaya Narayanan  
Dr. Carly Chiwiwi  
Dr. Lane Kar  
Dr. Mariela Nevárez,  
Dr. Jess Osorio  
Dr. Sasha Parra  
Dr. Mikiko Thelwell  
Dr. Olivia Wu,  
Dr. Ethan Osias,  
Dr. Micaela Torres,  
Dr. Alma Lopez  
Dr. Kate Corry-Saavedra

## Theme Chairs:

Dr. Lindsay Wells &  
Dr. Shamsher Samra





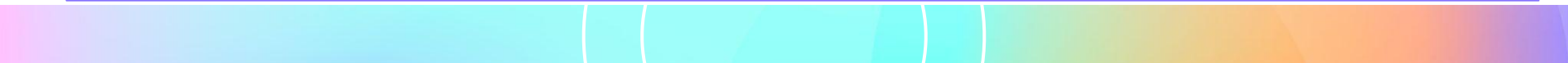
# SRHE Goals: What Are We Trying to Do?

- Challenge and contest the traditional curricular approach to diversity, equity, and social medicine by centering the structures of **global anti-Blackness and racial capitalism** and how they manifest and are understood **here** in Los Angeles.
- Transform a typically uncritical *survey* of **social** determinants of health and health disparities into a learning experience that embraces **structural** awareness, critical thought, reimagination, and praxis around racism and health justice throughout all aspects of our training.
- Build critical consciousness from our **professional positionality** - as medical students and future doctors - of how we can move in solidarity with other health workers and community members.
- Help imagine and struggle toward a liberatory practice of medicine.

**“There’s no such thing as neutral education. Education either functions as an instrument to bring about conformity or freedom.” - Paulo Freire**



# SRHE Goals: What We **Aren't** Trying to Do

- ✗ Sift through decontextualized statistics and examples of health disparities for different racialized and marginalized communities
  - ✗ Taking an identity politics-based approach and treating struggles for justice as if they are disconnected
  - ✗ Cover **every** example of harm, violence, and extraction toward impoverished, racialized patient communities that Western medicine has participated in since its genesis
  - ✗ Focus **only** on what we can do “as medical students” or “as future doctors” to address these issues
  - ✗ Fall down the rabbit hole of social theory and overly academize injustice and violence, hyper-focusing on using the “right language” without focusing on praxis (walking the walk)  
“I came to theory because I was hurting—the pain within me was so intense that I could not go on living. I came to theory desperate, wanting to comprehend—to grasp what was happening around and within me....I saw in theory, then, a location for healing.” - bell hooks
- 

# SRHE Thread: Overview

## First Year

- Separate course (15 sessions of lectures, discussions, cases, community panels)
- Elements of SRHE thread are interwoven within Basecamp, Foundations of Practice, and other threads

## Second Year

- **Intersessions**- four 90-minute sessions dedicated to SRHE theme where we reflect on clerkship experiences, analyze them using SRHE lenses, and learning from community and clinical speakers
- Increasing coordination with clerkships to incorporate SRHE theme into clerkship didactic sessions



<b>Mini-Thread 1</b>	<b>Foundational Concepts:</b> Racial Capitalism, the Medical Industrial Complex; Structural Competency; Community Power + Imagining
<b>Mini-Thread 2</b>	<b>The Sickness of Policing &amp; Incarceration:</b> Carcerality, Abolition, and Health
<b>Mini-Thread 3</b>	<b>The Built Environment &amp; Organized Abandonment:</b> Housing Justice, Environmental Justice, and Labor Justice
<b>Mini-Thread 4</b>	<b>Land, Borders, and Settler Colonialism:</b> Indigenous Health, Immigrant Justice, and Decolonizing Medicine
<b>Mini-Thread 5</b>	<b>Resisting Medicalization + Pathologization:</b> Queer Health Justice + Disability Justice

## Third + Fourth Year

- SRHE Discovery year in the works!
- Elective Experiences

# SRHE Efforts to Date: Community Speakers



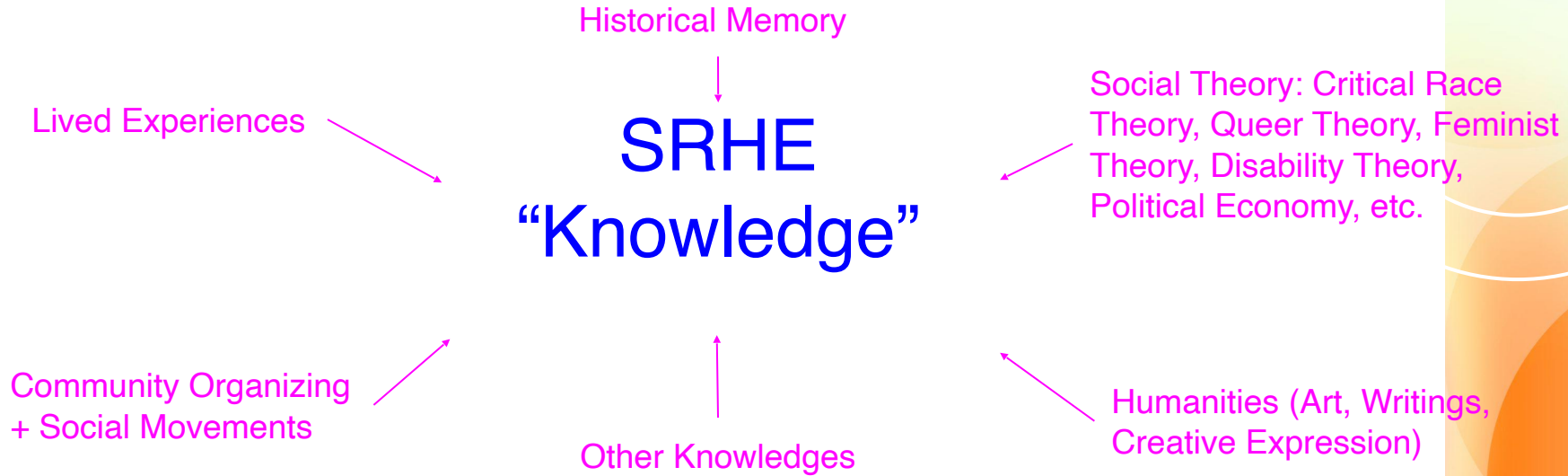
**STREET WATCH LA**



Committee of Interns and Residents  
*SEIU*Healthcare®



# “People are the experts of their own lives”



Biomedical knowledge is just one way of knowing, understanding, and experiencing health and the world. This thread intentionally draws from other knowledges to broaden the picture of how we see and understand health and inequity, focusing on **structures**.

# Expectations: Naming Discomfort



- **This curriculum does not hit or land evenly** - for those of us with direct lived experience with these topics, at times it may feel difficult or overwhelming to engage. It is okay to take a step back if you ever feel this way. You can be present and contribute as much as you are comfortable with, and we encourage you to reach out to us. **We heal collectively, not individually.**
- For those of us who feel new to those topics (or new to thinking about them in this way), there may be fear of “messaging up” or not knowing what your place is. Remember, **humility is our compass in these discussions** → none of us know everything, and the illusion that we can or should is itself a function of White Supremacist logics created to **exclude**.
- On the other hand, some of you might feel that these are repeated topics or that it is “common sense,” but we encourage you to engage and approach these sessions with **curiosity** and **humility** - there is always something new to learn, consider, or pass-on.
- **This thread presents more problems than solutions, period.** One reason for this is that if we had easy solutions, we wouldn't be in this situation! We are socialized to seek out superficial, individualized solutions and responses rather than deeper responses as collectives and coalitions.
  - We also believe that “**problematization**” and “**staying with the trouble**” are useful activities in themselves - processes that allow us to approach our physical and social worlds in new ways and for more radical (*at the root*) solutions to emerge.







# Expectations: Participation +

## Evaluation

When community speakers are present, the collective expectation is that we all close computers and put phones away to honor their presence and perspective.

- Throughout the year, there will be various **assignments** and **activities** that we have created to give you all opportunities to integrate and practice our SRHE concepts. Recognizing that there are different ways of learning, processing, and engaging with these concepts because of their personal nature, there will always be multiple options for completing these assignments.
  - **Examples include:** *reflective or creative writing; short-answers to cases or scenarios; writing a public comment that could be delivered at a city council or Board of Supervisors meeting; having a conversation with an SRHE tutor; showing up to events, actions, and spaces organized by our community speakers*
- We will offer feedback as much as our team can, but encourage you all to reach out to us for office hours with our tutors + theme chairs if you want to discuss a session or an assignment in more depth!
- If you are worried about completing an assignment or need an extension, reach out to our SRHE team!





“Without new visions, we don’t know what to build, only what to knock down. We not only end up confused, rudderless, and cynical, but we forget that making [change] is not a series of clever maneuvers and tactics, but a process that can and must transform us”



— Dr. Robin D.G. Kelley, *Freedom Dreams:  
The Black Radical Imagination*





## Health Equity Hub Disorientation

Wednesday, August 30th  
4 - 5:30 pm

Health Equity Hub  
Dinner is provided

RSVP: <https://tinyurl.com/y77nzcjk>



Come learn about the history and present of student organizing at DGSOM, get the institutional tea, and envision together the activism we want to see in our communities!