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**Professional Title, Organization:** Clinical Assistant Professor, Stanford Family Medicine

**CHIP Title:** It takes a village – promoting health equity domestically and globally

### **Project Description:**

In recent years, there has been increased focus on health equity, galvanized by events such as Black Lives Matter, and increased awareness of the porosity of borders during the COVID19 pandemic. In my role as faculty lead for DEI efforts within Stanford's Division of Primary Care and Population Health (PCPH) as well as faculty lead for the division's global health partnership in western Kenya, I realized that many of the challenges to health equity globally are at play domestically. Our division's overarching goal is to create a culture of medicine that embraces belonging and mutual respect. My main curricular tasks were to create a DEI curriculum for faculty and staff in our division; as well as to create a curriculum for rotating Kenyan students to Stanford that ensured reciprocal change. I will present the Kenyan student elective curriculum creation to illustrate the complexities and challenges in creating this shared culture, and to highlight the numerous stakeholders involved.

### **Key Findings and Lessons Learned:**

The global health equity projects above illustrated the similarity in structures that lead to inequity both domestically and abroad.

The Kenyan student elective curriculum involved faculty and staff across several centers and schools and buy-in was obtained for the rotation. Traditionally, global health has focused on experiential learning for North American students/ scholars. With the buy in for this reverse exchange, the hope is for more opportunities for students from low- and middle-income countries (LMIC) to have opportunities to rotate at Stanford. This is in line with recent efforts to “decolonize global health.”

Creation of the Stanford PCPH faculty and staff curriculum involved interfacing with various stakeholders including the division leadership, the Office of Faculty Development and Diversity, as well as using design thinking methodology to iterate on a curriculum that considered faculty and other stakeholder feedback, but also ensured creation of a transformative curriculum that changed minds and hearts and was not merely a checkbox item.

Both projects showed the importance of creating a shared vision and respecting various lived experiences when designing for the common good. They also provided occasionally painful lessons on how timelines can need to be extended when dealing with the situation on the ground, especially during a pandemic. Support and buy-in from leadership and affected constituents were key. One of the main setbacks with these projects was finding time and creating opportunities/ space for engagement and involvement for providers that are already spread quite thin with other responsibilities.

### **Next Steps:**

The Kenyan student elective was created with input from various sources over various months and was student ready as of August 2022. The PCPH curriculum's first module will be available by January 2023, with final components presented and iteration towards final product by Summer 2023.