



# INTEGRATING CRIMINAL JUSTICE HEALTH IN MEDICAL EDUCATION

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New York Medical College



**NEW YORK MEDICAL COLLEGE**

A MEMBER OF THE Touro College and University System

**School of Medicine**



## BACKGROUND

Correctional facilities overwhelmingly incarcerate ethnoracial minorities, sexual and gender minorities, individuals with mental health conditions, and the socioeconomically disadvantaged. These groups are already subject to disparities within our healthcare system. Incarcerated people have significantly higher rates of chronic diseases than the general population and tend to suffer in greater numbers from infectious disease, mental health problems, and substance use and addiction. While medical school curricula often address healthcare disparities and encourage students to acknowledge the inequitable delivery of healthcare across various populations, little or no time is dedicated to exploring these inequities in those who are involved in the United States justice system.

The existing literature around justice-involved health suggests that Academic Medicine has much to offer correctional facilities including health-related expertise, quality improvement, evidence-based practice, and implementation science. The correctional setting not only offers insight into unique pathologies and the importance of chronic disease management, but it also teaches students the value of meaningful care to disadvantaged populations, bolstering their sense of social responsibility and accountability. Despite this mutually beneficial partnership, there are no national standards for teaching physicians about correctional health, and there are only few published medical school curricula regarding healthcare for justice-involved populations. Even fewer medical institutions cultivate partnerships with correctional facilities, and partake in relationships that benefit justice-involved individuals.

## PURPOSE

The purpose of this project is to develop an elective course on justice-involved healthcare in partnership with a local jail. The objectives of the course are two-fold:

- To improve the health literacy of justice-involved individuals and empower these individuals to learn more about and discuss the benefits of healthy lifestyles and the role of personal advocacy in healthcare.
- To create a challenging and practical learning environment for medical students at New York Medical College, so they can improve future health delivery to justice-involved populations.

## METHODS

1. Demonstrate student need and interest.
2. Gather faculty support and expertise.
3. Form a network of professionals dedicated to criminal justice health.
4. Cultivate a relationship with a local correctional system.
5. Inside-Out training

## PROPOSED FRAMEWORK

8-week elective course offered to fourth year medical students at NYMC: Health and Justice

- First two weeks - background for NYMC students
- understanding the complex history of the carceral system
- engaging in reflective critique of its interaction with the healthcare system
- investigate healthcare disparities experienced by incarcerated population, how is healthcare delivered
- how to properly conduct a history and physical

Remaining 6 weeks follows the Inside-Out Model  
Zoom sessions with Westchester County Jail - have used virtual education modalities  
Facilitates connection between outside and inside students; allows members of each group to understand life experiences of other members  
Biweekly meetings

- expert-led lecture
- discussion/final project work

Final project - individual presentation/educational medium of choice  
Reflections  
Certificate of completion

## FUTURE DIRECTIONS

Health and Justice in Medical Education: A Prospective Survey of Medical Student's Knowledge and Attitudes

Learning for Second Year Medical Students Prior to Clinical Rotations

Summer Research for First Year Medical Students

Longitudinal Correctional Health Integration

## BIBLIOGRAPHY

Justice-involved populations - minnesota department of health. Justice-Involved Populations - Minnesota Department of Health. <https://www.health.state.mn.us/communities/opioids/mnresponse/justice.html>

Cloud DH, Parsons J, Delany-Brumsey A. Addressing mass incarceration: a clarion call for public health. *Am J Public Health.* 2014;104(3):389-391.

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# BACKGROUND



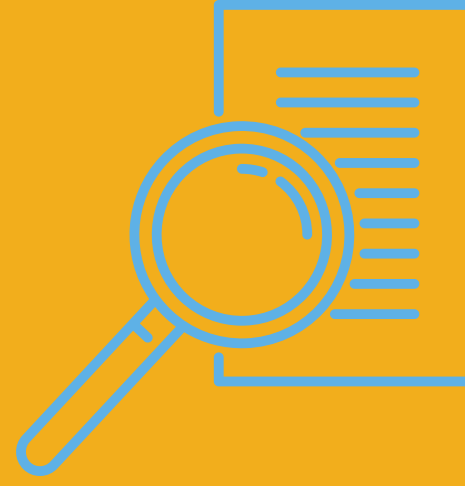
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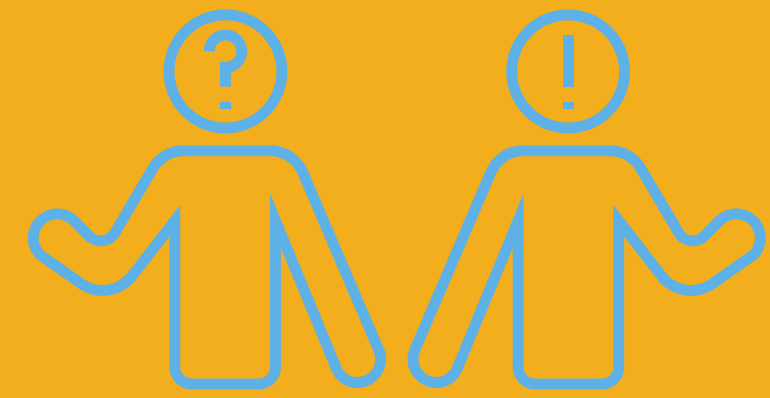
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Despite this mutually beneficial partnership, there are no national standards for teaching physicians about correctional health, and there are only few published medical school curricula regarding healthcare for justice-involved populations.

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1. To create a challenging and practical learning environment for medical students at New York Medical College, so they can improve future health delivery to justice-involved populations.



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# METHODS

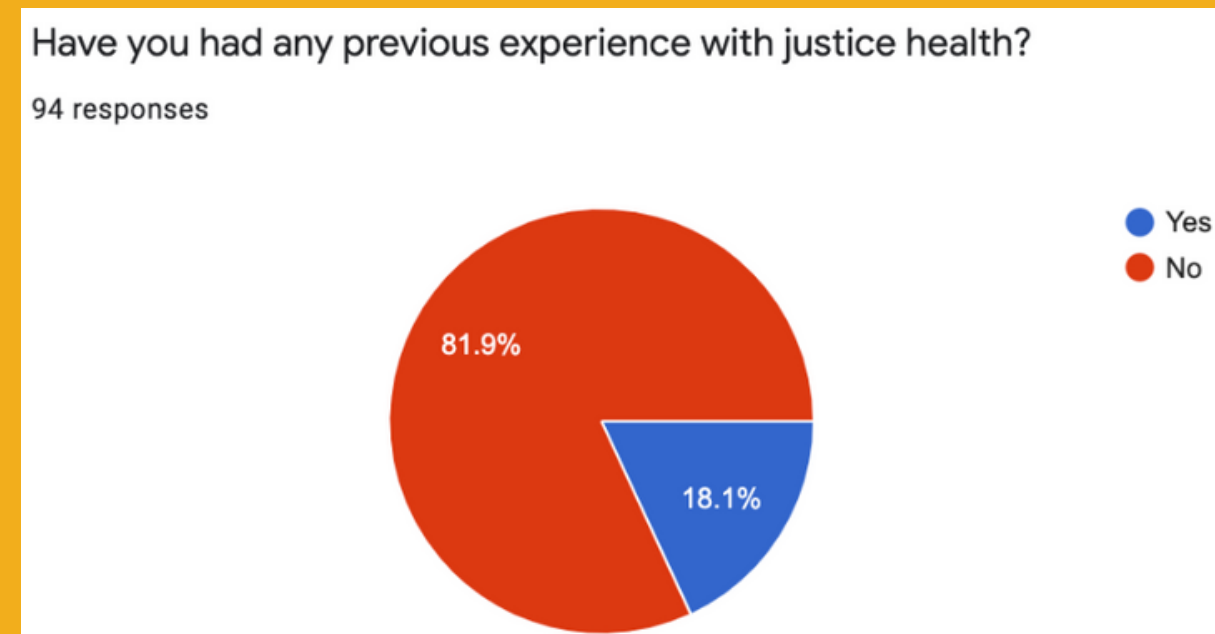


## Demonstrate student need and interest.

- Letter of Support
- 26 free responses, including words of support, identification of personal gaps in knowledge regarding healthcare of justice-involved populations, and ideas for course content

## Gather faculty support and expertise.

- Do we have faculty with justice health expertise?
- Do we have faculty members who have demonstrated their commitment to health equity?
- **Be patient!**



# METHODS



## **Form a network of professionals dedicated to criminal justice health.**

- It is necessary get input from individuals who have navigated these systems and contributed to the field you are entering.
- Get in touch with professors who have previously taught similar courses (we modeled a lot of our syllabus based on previously published syllabi)

## **Cultivate a relationship with a local correctional system.**

- Previous classes that have occurred there; "Conversations in the Time of COVID-19," - health issues are important to those in WCJ!
- Communication with DOC/administration
- Allows individuals on the inside achieve better understanding of how to identify, digest, challenge, and relay reliable health resources and health information

## **Inside-Out Training**

- Virtual adaptation of Inside-Out pedagogical model; crucial to correctly navigate exchanges with incarcerated individuals to ensure equal learning opportunities for all participants
- "Ambassador of Health" for their community



# PROPOSED FRAMEWORK



## 8-week elective course offered to fourth year medical students at NYMC: **Health and Justice**

- First two weeks - background for NYMC students
  - understanding the complex history of the carceral system
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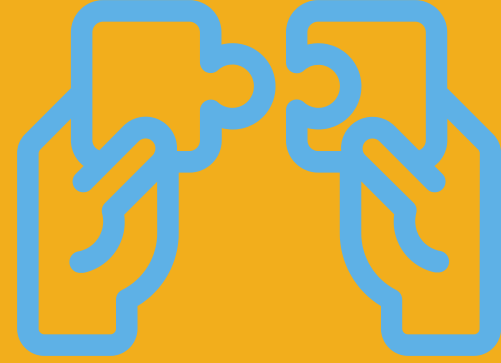
## Remaining 6 weeks follows the **Inside-Out Model**

- Zoom sessions with Westchester County Jail - have used virtual education modalities
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- Biweekly meetings
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# FUTURE DIRECTIONS



## **Health and Justice in Medical Education: A Prospective Survey of Medical Students' Knowledge and Attitudes**

- pre/post-course questionnaire
  - details about exposure, knowledge, attitudes/confidence, qualitative feedback

## **Learning for Second Year Medical Students Prior to Clinical Rotations**

- pre/post educational session survey

## **Summer Research for First Year Medical Students**

## **Longitudinal Correctional Health Integration**

- Health and Justice Concentration
- Rotational experiences
- Re-entry clinic
- Social Justice Club/Correctional Care Journal Club
- MSI/MSII basic science course integration
- Pre-Clinical Coursework/Public Health Coursework/Clinical and Elective Clerkships/Learning Didactics/Research/Volunteer



# BIBLIOGRAPHY



1. *Justice-involved populations - minnesota department of health*. Justice-Involved Populations - Minnesota Department of Health. <https://www.health.state.mn.us/communities/opioids/mnresponse/justice.html>
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# Questions or Comments?

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