

# Bienvenidos Pre-Orientation Program 2020

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## BACKGROUND

Bienvenidos is a four-day pre-orientation program designed for incoming VP&S and CDM students at Columbia to gain exposure to the history, culture, and politics of the Washington Heights community.

## PROGRAM OBJECTIVES

By the end of the program, students will have begun...

Situating the health of the Washington Heights community within a broader historical context and in relation to the evolving roles of Columbia University and New York-Presbyterian.	Cultivating a more thorough understanding of the rich culture, strengths, and lived experiences of the Washington Heights community.
Cultivating a more thorough understanding of the rich culture, strengths, and lived experiences of the Washington Heights community.	Developing meaningful relationships and a sense of camaraderie with fellow students at CUIMC.
Examining their own identities and positionalities and how those help define the contours and geographies of their personal and professional journeys.	Identifying their limitations and areas for growth with regards to cultural and structural humility and self-awareness, reflecting on how that may apply that to addressing health inequities.
Fostering a brave space for critical dialogue on naming, interrupting, and dismantling systems of oppression.	Fostering a brave space for critical dialogue on naming, interrupting, and dismantling systems of oppression.

## TABLES

Item (1=strongly disagree, 5=strongly agree)	Pre-Program Avg. Score (n= 61)	Post-Program Avg. Score (n= 37)
1. I have a working understanding of the historical context and dynamics of Washington Heights.	1.92	3.81
2. I can describe the role(s) Columbia University and New York Presbyterian have played and continue to play in shaping the community.	1.79	3.76
3. I have the capacity to think through strengths of and challenges facing the Washington Heights community.	2.92	4.27
4. I can articulate and analyze various determinants of health that affect the Washington Heights community.	2.85	4.19
5. I can critically identify, characterize, and analyze many of the ways that systems of oppression manifest in the spaces I navigate.	3.44	4.22
6. I feel well-equipped to see and make connections between social, economic, and political issues that I directly experience and those that I can only study.	3.43	4.16
7. I feel like I have meaningful relationships with my classmates.	2.41	3.59
8. I am willing to challenge others' ideas and have my own ideas be challenged.	3.97	4.05
9. I have developed a framework with which to discuss issues like race, power, oppression, class, etc. and translate that discussion into responsible action.	3.28	3.97
10. I can identify limitations in my understanding of the aforementioned issues and ways to grow and embrace accountability.	3.92	4.29

Areas of Strength

"I can tell this is only the beginning of a longer conversation and plan for change where it is needed. My hope is that these conversations will continue and that the opportunities will be offered frequently after this."

"I really feel like I got to connect with classmates and set the tone to enter my medical education with my allegiances and frameworks being more community-facing than Columbia-facing. also, each facilitator was open and kind and really fostered a genuine space for curiosity and exchange of ideas."

Areas for Growth

"...I did feel like there was a huge focus on public health statistics, which isn't bad, but I was expecting more anecdotal or cultural presentations that would better help us navigate understanding the community better."

"I was more engaged with talks that more specifically dealt with Washington Heights and issues that we'd likely face as providers in the area (for example, the botanicas talk and the brief discussion at the end about self-awareness about medical Spanish usage...). I think talks that cover more general topics (i.e. defining social determinants of health, identities, etc.) were less interesting to me, though mostly because I've already had numerous discussions on those topics before Bienvenidos."

## DESCRIPTION OF PROGRAM ACTIVITIES

In order to accomplish those goals, we facilitated a series of didactic lectures and small-group discussions across a period of four days. Despite conducting the program remotely via Zoom, we hosted the program's biggest cohort to date with 69 participants. We organized 10 sessions in total, led by activists and health workers from within the community, as well as Columbia faculty representing diverse perspectives. Those sessions were interspersed with 10 small group discussions facilitated by the students to encourage relationship building and critical thinking.

## OUTCOMES

Outcomes we measured include knowledge of Washington Heights history, CUIMC's role in the community, strengths and challenges of the neighborhood, local health determinants, and systems of oppression, as well as capacity to connect sociopolitical issues to one's experience, peer relationship strength, comfort with ideas being challenged, and personal limitations/areas for growth. Out of 69 participants, we had an 88% response rate to our pre-program survey, and a 54% response rate to our post-program survey. Despite the significantly lower response rate, our post-program response rate indicates a net positive increase for all items measured. Student comments indicated areas of strength, as well as areas for future growth.

## CHALLENGES/LESSONS LEARNED

Although the remote programming presented challenges, student feedback indicates that programs such as Bienvenidos are vital to amplify the voice of the community within CUIMC curriculum and practice and to provide a framework with which to begin conversations around health equity and social justice.