

Yale School of Medicine Strategic Plan for Medical Education

November 2022



TABLE OF CONTENTS

Introduction	5
Yale School of Medicine Mission	5
The Yale System of Medical Education	5
Strategic Planning Process	6
Medical Education Strategic Planning Domains	7
Domain 1: Student Engagement in Attaining Competency	8
Strategic Goal and Background	8
Action 1: Innovation in Medical Education	9
Action 2: Creative and Robust Opportunities for Student Assessment	9
Action 3: Faculty Coaching Program for Student Development and Progress.....	9
Domain 2: Faculty Participation in the Educational Mission	10
Strategic Goal and Background	10
Action 4: Promotion of Education Faculty	11
Action 5: Education Leadership in Departments.....	11
Action 6: YSM Center for Medical Education.....	11
Domain 3: Building a More Supportive and Enriched Learning Environment	12
Strategic Goal and Background	12
Action 7: Development of YSM ‘Colleges’	13
Action 8: Faculty Development in Inclusivity and Health Equity.....	13
Action 9: Expanded Communication about the Learning Environment	13
Action 10: Increased Community Engagement.....	13
Appendix A: Yale School of Medicine Competencies	15
Appendix B: Strategic Planning Steering Committee Members	16
Appendix C: Domain 1 Working Group Members	17
Appendix D: Domain 2 Working Group Members	18
Appendix E: Domain 3 Working Group Members	19

Strategic planning is an opportunity for an institution to reflect on its mission and to articulate its vision for the future.

Introduction

Strategic planning is an opportunity for an institution to reflect on its mission and to articulate its vision for the future. A collaborative strategic planning process seeks wide stakeholder representation to gather input, sets and prioritizes goals for which there is strong consensus, and guides the institution in its allocation of effort and resources. In the pages that follow, we review the Yale School of Medicine (YSM) mission and the Yale System of medical education and share the 2022 Yale School of Medicine Strategic Plan for Medical Education.

Yale School of Medicine Mission

Yale School of Medicine educates and nurtures creative leaders in medicine and science, promoting curiosity and critical inquiry in an inclusive environment enriched by diversity. We advance discovery and innovation fostered by partnerships across the university, our local community, and the world. We care for patients with compassion and commit to improving the health of all people.

The Yale System of Medical Education

The Yale System embodies a uniquely supportive environment for mature students to develop the foundation of knowledge, critical thinking, and clinical skills needed to be outstanding clinicians, scientists, and leaders. In the spirit of fostering cooperation and collaboration, medical students in the Yale System are not assigned a class ranking, and there are no grades during the pre-clerkship and clerkship periods. As part of the self-directed learning process, students take advantage of meaningful and constructive opportunities to monitor their own progress in attaining competencies. In close collaboration with faculty, students are encouraged to build their own paths and pursue their unique passions and interests, through mentored thesis research, opportunities for leadership and advocacy, special programs, and joint degrees. Flexible time for medical students to pursue their interests is built into the curriculum with an advanced training period of 1.5 years following the completion of the clerkships and the opportunity to pursue a tuition-free “fifth year” of medical school. Students in the Yale System assume responsibility for their professional development within a community of learners dedicated to each other, their patients, and society.

Strategic Planning Process

Oct
2021

A medical education Strategic Planning Steering Committee was assembled with broad representation of faculty, students, and leaders from YSM, Yale New Haven Health System (YNHHS), and the community. The committee met every two weeks throughout the fall to identify and discuss priorities and current challenges in medical education at YSM.

Dec
2021

The steering committee held a half-day retreat to prioritize and select three domains for strategic planning. Key challenges, strategic goals, and desired outcomes were drafted for each domain.

Jan-Feb
2022

The steering committee reviewed and revised summaries of the three domains.

Feb-Apr
2022

Three working groups with broad representation from faculty, staff, students, and community leaders were created – one for each domain. Steering committee members co-chaired each working group. The working groups reviewed each domain, gave feedback on strategic goals and desired outcomes, and suggested actions to achieve these goals. Each working group met one to three times between February and April 2022.

Apr
2022

Co-chairs of each domain working group presented recommendations to the Strategic Planning Steering Committee. Discussion and consensus were used to refine strategic goals, desired outcomes, and proposed actions.

May
2022

The steering committee and YSM Dean Nancy J. Brown reviewed a draft of the strategic plan.

Jun
2022

Strategic goals were presented to clinical and basic science chairs and YNHHS leadership for additional feedback.

Jul-Aug
2022

Content of strategic plan was disseminated for feedback from medical education leadership, faculty, and staff.

Sep
2022

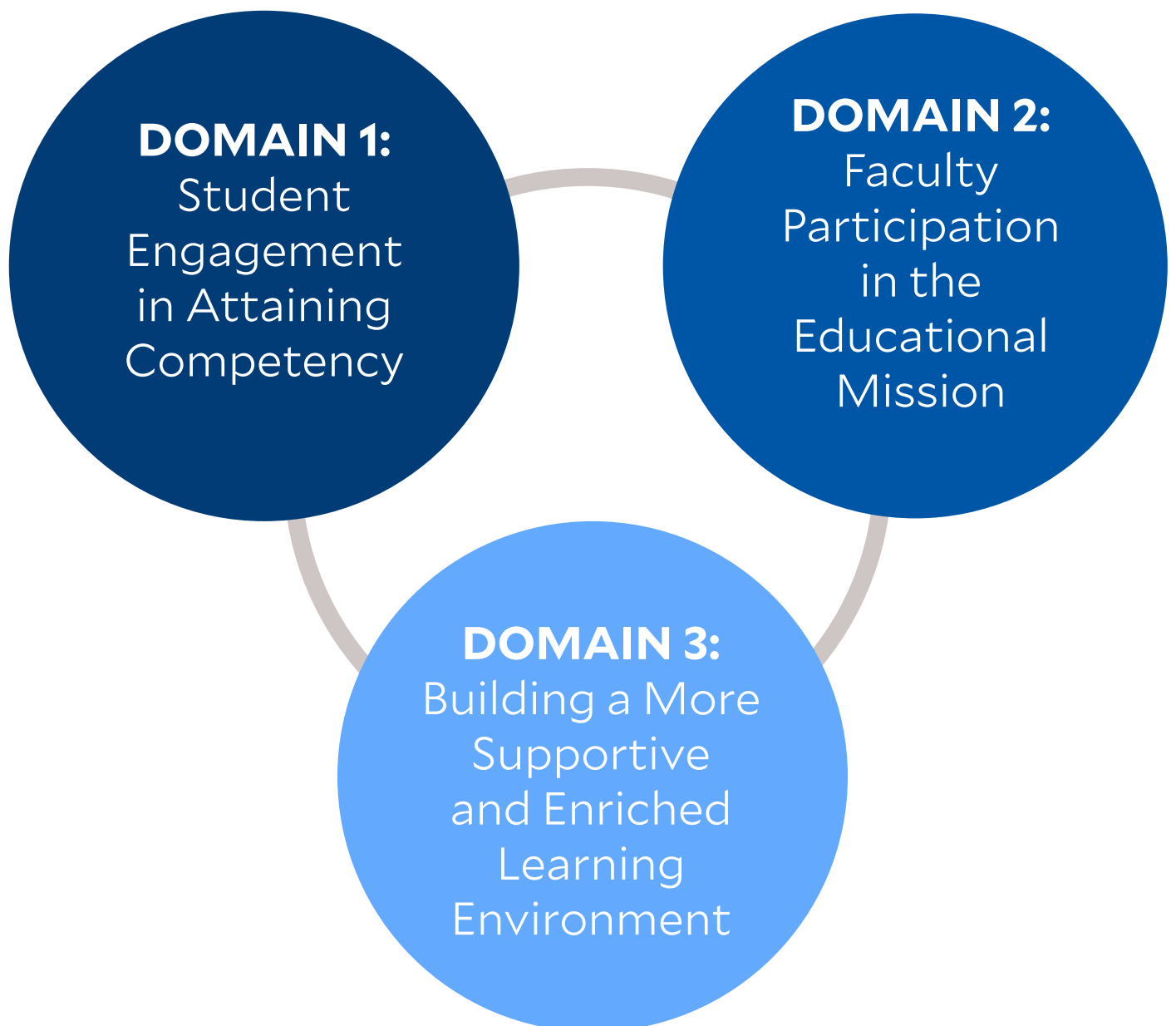
The strategic plan was drafted, including background for each domain, and reviewed and approved by Dean Brown.

Nov
2022

The final strategic plan was posted on the YSM Medical Education website and shared with the YSM community.

The YSM Medical Education Strategic Plan will be used to develop and frame YSM priorities, actions, timelines, and outcome measures relating to its education program over the next decade.

Medical Education Strategic Planning Domains



DOMAIN 1: Student Engagement in Attaining Competency

STRATEGIC GOAL:

To increase student engagement in meaningful and innovative opportunities to learn and monitor their own progress toward attaining competency.

BACKGROUND:

The YSM Competencies frame our goals for the knowledge, skills, and attributes that we aim for YSM students to attain prior to graduation. The concept of competency and its multifaceted nature is introduced to students upon matriculation at YSM. Beyond the acquisition of foundational knowledge about the mechanisms and treatment of disease, a YSM degree symbolizes competency in the domains of health promotion and disease prevention, clinical reasoning, patient care, responsibility to society, professionalism, communication, scientific inquiry, and an evidence-based approach to medicine and health. The development of these competencies is supported by YSM pedagogy and the curriculum through clearly articulated learning objectives in each component and phase of the curriculum. Each of the YSM Competencies and aligned sub-competencies has clearly defined developmental milestones across the pre-clerkship period, clerkship period, and the advanced training period. The Yale System embraces student-directed learning and assessment in achieving competency.

YSM embraces evidence-based pedagogies that are engaging and compelling and that imbue within students respect and accountability for their individual professional development. Pedagogies consistent with the Yale System optimize the practice of self-regulated learning, critical thinking, and collaboration and emphasize responsibility to patients and society.

Early clinical and case-based sessions convey relevance of content to being an outstanding clinician, scientist, and leader. Small group learning activities orient members to their role on a team and are based on teaching methods to optimize engagement and critical thinking. YSM students recognize and accept their responsibility, inherent in their participation in the Yale System, to engage in the preparative work that is needed to care for patients and be active participants on teams and in all of the broader aspects of their education both in the clinical and non-clinical arenas.

An assessment framework consistent with the Yale System is anchored in a developmental and growth mindset, student-driven, and designed to inform students about their progress in attaining competencies. There is a focus on the developmental path of the individual student rather than comparisons among students. Learning activities are meaningfully aligned with opportunities to demonstrate both individual and team progress toward meeting developmental milestones. Appropriate levels of engagement and participation are essential to demonstrate progress in meeting certain milestones and attaining competencies, particularly those pertaining to patient care, teamwork and collaboration, patient-centered communication, clinical reasoning, and professionalism. Other competencies may be pursued more individually, such as those pertaining to mechanisms and treatment of disease, health promotion and disease prevention, and physician as scientist, and some may entail elements of both individual and group engagement, such as creation and dissemination of knowledge and responsibility to society.

As we acknowledge the changing landscape of information resources, the different ways that our students engage with learning and assessment, and the evolving needs of our patients and society, YSM recognizes the need to explore new and alternative ways to engage with information, develop skills, and demonstrate achievement of competency. We endorse the following actions to advance our pedagogy, curriculum, and assessment framework.

DOMAIN 1: *Action Items*

1

Action 1: Innovation in Medical Education

In the coming decade, YSM will lead innovation in medical education through the development and implementation of novel evidence-based teaching and learning strategies. In alignment with the Yale System, the curriculum should present a variety of options and learning activities framed around the YSM Competencies so that students can identify and utilize various strategies, including more opportunities for experiential learning and the use of technology and simulation. This will entail a structured curriculum-wide review reducing the number of live lectures, perhaps the number of small groups, and offering alternative learning activities. Traditional lectures will be limited, when possible, to one per day, and will be relevant and aligned to content explored in small groups and other learning activities occurring on that given day or week. Small group and team learning opportunities should be optimally sized and facilitated by faculty, who are selected and developed to assure consistency, quality, and standardization of evidence-based teaching methods and materials. Teams should be reasonably consistent throughout the pre-clerkship period to optimize teamwork and accountability similar to that encountered in the clinical setting.

2

Action 2: Creative and Robust Opportunities for Student Assessment

As YSM innovates in the educational space, it must develop creative and robust opportunities for students to monitor their progress in reaching milestones and ultimately attaining the competencies consonant with a YSM degree. In alignment with the Yale System, students should be able to pursue alternative paths, when appropriate, to meet milestones, and there likewise should be various ways to demonstrate progress in attaining competency through the three phases of the curriculum. In the spirit of the Yale System, assessments should be generally formative in nature and inspire rather than undermine or oversimplify. Examples of formative assessment may include simulation exercises, group-oriented projects or activities, written reflections, and structured conversations with faculty. Students should be able to monitor their own progress over time on a personal dashboard that they can review with a faculty member (see Action 3). Summative assessments should minimize bias and provide the school with evidence that students are adequately reaching developmental milestones for YSM Competencies before moving to the next phase of their training.

3

Action 3: Faculty Coaching Program for Student Development and Progress

YSM will select and develop faculty coaches who will partner longitudinally with each student to support their professional development and review individual progress in meeting milestones and attaining competency throughout the medical education program. Coaches will meet regularly with students to review progress and devise action plans to maximize student potential; they will not participate in assessment or in writing summative evaluations. Coaches will be assigned a manageable number of students whom they follow closely and guide from matriculation to graduation. Coaches will be assigned to 'colleges' and follow groups of students within a college, meeting with them both individually and in groups (See Action 7).

DOMAIN 2: Faculty Participation in the Educational Mission

STRATEGIC GOAL:

To enhance opportunities to value and recognize faculty contributions to the educational mission transparently and consistently across departments.

BACKGROUND:

YSM takes pride in the emphasis that we place on our educational mission. Training the next generation of physicians, scientists, and leaders permeates clinical, research, and educational activities at all levels. Every faculty member is expected to participate in this mission, and these contributions are emphasized and valued during the appointments and promotions process. Search committees for chairs and other leadership positions include representatives from medical education so that from the earliest stages of defining the desired qualities of our leaders, the institution demonstrates the value it places on the educational mission.

At YSM, a broad range of activities are recognized as educational across multiple venues with a wide scope of learners, locally, regionally, and globally. Educational activities occur within pipeline programs, undergraduate, graduate, and continuing medical education, ongoing professional development, and graduate studies.

Many of our educators also participate in advancing medical education through education scholarship. In addition to peer-reviewed and published original research, faculty may develop specialty-specific clinical guidelines and consensus statements; publish commentaries, editorials, or podcasts that advance the practice of medicine; and write chapters, case reports, reviews, and texts, with a particular focus on engaging trainees in these efforts. Dissemination of educational innovation and scholarly output often occurs at national meetings and in online forums.

At the department level, support of the educational mission is demonstrated through specialty-specific curricular development, teaching in the didactic and clinical settings, research and career mentorship, participation in outreach and recruitment efforts, and efforts to improve the learning environment. Annual faculty reviews include review of performance in the education domain, as supported by the Faculty Development Annual Questionnaire (FDAQ). Protected academic time for each faculty promotion track meets a minimum standard and is consistent as established in the YSM guidelines for de-

partmental compensation. In addition, and in recognition of the need to support and value faculty whose primary role at the institution is clinical or educational, YSM has developed an academic clinician track for clinicians and medical educators who contribute significantly to clinical or education program leadership, but do not contribute significantly to scholarship.

YSM recognizes that the demands in the clinical and research domain are often challenging to balance and that faculty have expressed the need for more support and recognition of the time devoted to education. For this reason, in 2022, the school revised funding of education to include central funding from the Office of Medical Education for specific effort for education leadership and high-intensity teaching roles.

One of the notable outcomes of the 2010 Medical Education Strategic Plan was the development of the YSM Teaching and Learning Center (TLC). The TLC has provided a forum for educators to find mentorship, faculty development opportunities, and support for education scholarship. The TLC offers a Master of Health Science degree and a fellowship in medical education for YSM faculty. The TLC also highlights advancements in medical education at YSM and sponsors an annual Medical Education Day at Yale. In collaboration with the deputy dean for education, the TLC provides summaries of educational contributions and institutional impact for faculty being presented to the Senior Appointments and Promotions Committee. The Center also supports formative evaluation of faculty teaching, and disseminates information about available resources, grants, and funding.

YSM recognizes that there remains some inconsistency across departments in the recognition of education scholarship and leadership and the standards for promotion for faculty whose role at the institution is primarily clinical or educational. There is also variability in the level and type of education leadership across departments. Lastly, there is an emerging need for even more support and mentorship for faculty engaged in medical education, as pedagogies and methods of assessment evolve. We endorse the following actions to address these areas:

DOMAIN 2: *Action Items*

4

Action 4: Promotion of Education Faculty

Faculty who contribute significantly to the education mission should receive enhanced mentorship and guidance to support their career advancement at YSM. This includes thoughtful consideration of the available tracks for promotion, including the academic clinician and clinician-educator/scholar tracks. Departmental appointments and promotions (A&P) committees should undergo enhanced training about the criteria for promotion of education faculty so that these standards are upheld consistently across departments. The departmental A&P committees should be provided with useful information about the institutional impact of their faculty in the educational domain. The school should evaluate the impact of these enhancements on promotion and retention of academic clinicians and clinician educator-scholars and provide additional support to departments as needed.

5

Action 5: Education Leadership in Departments

Each department should have a leader who is responsible for oversight of the medical education mission in the department. In some departments this may be the vice chair for education. This leader should develop and support a team of core teaching faculty and assure that their specialty or discipline content is covered logically and appropriately across undergraduate, graduate, and continuing medical education. This leader should assure that all faculty have adequate protected time for education leadership and high-intensity teaching roles and that there is no financial, clinical, or academic penalty for contributing to the education mission. The leader should oversee evaluation of teaching excellence in the department, support opportunities for faculty development, manage negative evaluations or breaches of professionalism in conjunction with the chair and the Office of Academic and Professional Development, and lead implementation of continuous quality improvement efforts in education. This leader should participate in efforts across the school with other departmental leaders to define and promote the role of educators and represent the education mission on departmental and YSM A&P committees.

6

Action 6: YSM Center for Medical Education

The roles and accessibility of the Teaching and Learning Center (TLC) and Yale Continuing Medical Education (CME) will be synergistically expanded under a new YSM Center for Medical Education to further support excellence in fulfilling our education mission. This includes innovative dissemination of YSM science and clinical expertise to a wider global audience enhanced by educator development, advancing technology, instructional design, and program evaluation. All faculty and staff with an interest and focus on medical education should be served by the Center for Medical Education. Regularly scheduled series should include introductory, intermediate, and advanced seminars and courses focused on educator development. The Center will assist faculty with challenges in the medical education arena, further delineate pathways for advancement in medical education, and expand the range, understanding of, and resources to support education scholarship and innovation. The Center should have physical space for community building, networking, and mentorship, including a venue where emeritus and current faculty are welcome and can interact with students, residents, and fellows. The Center for Medical Education can become a future home, as space becomes available, for other special programs such as: Program for Biomedical Ethics; Program for Humanities in Medicine; Office of Global Health Education; and the Program for Virtual Interprofessional Education (VIPE).

DOMAIN 3: Building a More Supportive and Enriched Learning Environment

STRATEGIC GOAL:

To continue to build a learning community that is characterized by equitable and mutual support and respect.

BACKGROUND:

A supportive and enriched learning environment is characterized not only by its curricular content, but by thriving students, faculty, and staff in a culture of mutual respect and inclusion with equitable access to resources and support. Interactions with patients are characterized by humility, respect, and compassion, and input from the community is sought to design better ways to support the health of our patients.

The school has embraced the creation of a longitudinal health equity thread that has resulted in new or enhanced content across the four-year MD curriculum and 28-month PA curriculum addressing the structural and social determinants of health and their impact on health disparities. This requires ongoing curricular review and faculty development. This process also aims to reduce variability in the quality and content of learning experiences, especially during small group sessions to ensure that the instruction and resources provided in each group are more equitable across groups. A wide array of learning resources are available to all students at the Cushing/Whitney Medical Library, and YSM has recently worked with the Yale Alumni Fund to support equitable access to high yield study tools that are not available through the library.

Students are currently advised longitudinally by members of our advisor teams. Multiple student interest and affinity groups, as well as an Office for Diversity, Inclusion, Community Engagement, and Equity and our associate deans for medical student diversity and student affairs promote community building. The Office of Student Accessibility Services aids students with learning differences and other challenges that may limit their ability to otherwise fully participate in the curriculum. In addition, there is a network of peer tutors and appointed faculty who work individually with students who may need more support to meet curricular milestones. In 2021, the YSM Student Mental Health and Wellness Program was created to improve ease of access to counseling and wellness programming to meet the needs of our students.

In 2020, the Dean of YSM established the Office of Academic and Professional Development and appointed a deputy dean for professionalism and leadership. The opportunities to report episodes and experiences of mistreatment, bias, and discrimination in the curriculum

were expanded across the school to include research and administrative settings. Likewise, in 2015, the Yale New Haven Health System (YNHHS) implemented a reporting mechanism for episodes and experiences of unprofessional conduct in all clinical settings. The YSM deputy deans for professionalism and leadership, education, and diversity and inclusion and the chair of the professional review committee at YNHHS have implemented a process to track reports across these sites and settings, so that faculty and staff in need of intervention can be identified and engaged in remediation and follow up. The stressors that may lead to unprofessional behavior are also identified so that they can be more effectively mitigated across academic and clinical settings. Methods of reporting are shared with learners, faculty, and staff on a regular basis, and the ability to report confidentiality without fear of recrimination is emphasized.

At YSM, faculty and students have a wide range of opportunities to engage with the community in which they work and learn. Many participate in pipeline programs for students from New Haven and from underrepresented groups in medicine and science interested in pursuing medical or other health-related careers. By formally engaging with community organizations as well as the student-run HAVEN Free Clinic, there are structured and longitudinal opportunities for learners, including electives and interprofessional team-based activities.

We recognize the increasing time spent on online platforms while at work, providing patient care, studying, and socializing, and we are seeking new ways to build a sense of community among our diverse students, staff, and faculty. More faculty development is needed to create more inclusive learning environments that integrate the concepts and challenges of health equity in society. We also acknowledge that mistreatment, bias, and discrimination continue to occur in our learning and clinical settings. Sometimes it may occur during patient interactions and responding productively and professionally to these events is important. We must work to increase awareness of and trust in the effectiveness of the processes in place to address unprofessional and problematic conduct. Finally, we must strive to develop deeper relationships with our community and include their voices and priorities in the research we conduct and education we provide.

DOMAIN 3: *Action Items*

7

Action 7: Development of YSM ‘Colleges’

The Office of Student Affairs will enhance its infrastructure and ability to provide an inclusive and well-supported learning community through the development of ‘colleges’ similar to the Yale undergraduate model. All YSM students, trainees, and faculty will be invited to participate in ‘colleges’. The ‘colleges’ will function as a home base where students can form connections with classmates and faculty and will facilitate greater access to structured mentorship, learning support, coaching, and advising. Social gatherings, activities, and events will support community building, teamwork, and inclusion as well as collegial discussion, sharing of ideas, and reflection. Future communal medical education spaces will enhance the ‘colleges’ sense of community.

8

Action 8: Faculty Development in Inclusivity and Health Equity

All teaching faculty should receive further education and development to foster an environment of inclusivity and equity. Faculty will be provided with focused training and specific guidance for curricular modifications related to health equity. Faculty who engage with learners will have required training in how to better foster an inclusive learning environment and a review of updated terms of reference to reduce stigmatization and stereotyping of groups. Faculty will be formally trained in the evaluation of students, particularly during the clerkship years when much of the narrative evaluation is subjective and subject to bias. Recruitment, development, and retention of diverse faculty in roles as educators, course and clerkship directors, research mentors, advisors, and coaches must be prioritized.

9

Action 9: Expanded Communication about the Learning Environment

Communication efforts about the school’s process for addressing mistreatment, bias, and discrimination in the learning environment should be expanded to achieve greater awareness of the ways to report experiences of bias, racism, and other types of discrimination without fear of recrimination, as well as the processes in place to remediate those individuals who contribute to these experiences. The ways trainees learn about how their reports of mistreatment, bias, and discrimination are addressed must be enhanced.

10

Action 10: Increased Community Engagement

The school should increase mutually constructive engagement with the wider community, so that students may develop a deeper understanding of obstacles to care due to limited resources and structural inequities. In addition, the school should seek perspectives from the community about the knowledge and skills deemed important in developing the next generation of health care providers and our success in meeting these goals. The school should prioritize increased support for student participation in faculty mentored community-based participatory research.



APPENDIX A: Yale School of Medicine Competencies

*Updated and approved September 2022

1. **Health Promotion and Disease Prevention:**

Students apply scientific knowledge and use clinical skills to promote health and prevent disease in individuals and communities.

2. **Mechanisms and Treatment of Disease:**

Students acquire knowledge at the molecular, cellular, organ-system, psychosocial, and whole-body levels and integrate this knowledge with clinical science and skills to diagnose and treat disease.

3. **Clinical Reasoning:**

Students apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making and clinical problem-solving based on a thorough understanding of the patient's history, physical exam, and diagnostic studies.

4. **Patient Care:**

Students achieve competency in the care of patients at a level required to excel in residency.

5. **Professionalism:**

Students conduct themselves in accordance with professional standards in interactions with patients, families, peers, and colleagues. They learn to prioritize patients' needs and interests, avoid conflicts of interest, keep current with evolving science and practice standards, defer to ethical principles in difficult decision-making, and engage in self-awareness and self-care.

6. **Communication:**

Students communicate effectively, respectfully, and compassionately in all of their professional interactions.

7. **Responsibility to Society:**

Students recognize barriers to achieving health equity and envision ways to reduce barriers with a commitment to improving the quality of care and health of all people.

8. **Creation and Dissemination of Knowledge:**

Students appreciate that unexplained clinical observations can inspire research that advances the practice of medicine. They perform mentored scholarly research culminating in a formal thesis. This project promotes critical thinking, understanding of the scientific method, and contributes to new medical knowledge and practices.

9. **Physician as Scientist:**

Students apply existing and evolving scientific literature to inform their care of patients and promote the health of individuals and populations.

APPENDIX B: Strategic Planning Steering Committee Members

Jessica Illuzzi, M.D., M.S., Committee Chair

Deputy Dean for Education
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Medical Student, YSM 2024

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APPENDIX C: Domain 1 Working Group Members

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APPENDIX D: Domain 2 Working Group Members

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Pathology Thread Leader, M.D. Curriculum

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Academic Advisor, M.D. Program

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Associate Cancer Center Director, Education, Training
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Director of Point-of-Care Ultrasound Education
Director of Advanced Training Period Curriculum

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Associate Director, Interprofessional Longitudinal Clinical
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Director, Medical Coach Experience (MCE)

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APPENDIX E: Domain 3 Working Group Members

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Associate Dean for Student Affairs

Beverley Sheares, M.D., M.S. (Co-Chair)

Associate Professor of Pediatrics (Pulmonology)
Program Director, Pediatric Pulmonary Fellowship
Health Equity Thread Leader, M.D. Program

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Medical Student, M.D.–Ph.D. Program, YSM 2028

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Director of Social Justice and Health Equity (SJHE)
Education, Adult Psychiatry

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