



Call for Papers

Special Issue on Dismantling Racism With the Next Generation of Learners: Teaching Advocacy, Health Equity, and Social Justice

In the unprecedented times of the global pandemic, the disparities that exist in health care were exacerbated, as communities of color, immigrant populations, and medically underserved patients suffered the most. Under this stress, racial injustice brought on by public acts of police brutality highlighted the undercurrent of racism that exists in our society. Medicine is not immune to overt acts of racism, and continues to enable the pervasive economic, educational, racial, gender, gender identity, and health care inequities that are held up by the infrastructure of our country. How do we reconcile these long-standing issues not only in our daily practice, but in our medical education? It has never been more evident than now that there is a gap in the training of public health and social medicine, all of which impact our delivery of care in emergency departments. What are the solution-driven methods that will enable us to incorporate advocacy as a separate milestone of emergency medicine beyond system-based practice to hold our training up to the standards that reflect the socially conscious morals we profess to have in our specialty? And, how can we interweave these tenets throughout the continuum of medical education from undergraduate to graduate to board certification standards, to our research agenda and departmental policies? We are seeking to create a special edition of *Academic Emergency Medicine (AEM) Education and Training* dedicated to this discussion and exploration of innovations in medical education to address these issues.

A primary focus of this issue will be the discovery of solutions that will work towards improving our education and training in the following (not an exhaustive list): health care inequities, racial injustice, social services, immigrant services, governmental policy, diverse and inclusive workforce recruitment and retention efforts, data driven metrics in equitable health care delivery, implicit bias and antiracist staff training, bias in evaluations and remediation, intersectionality and the impact of microaggressions, and trauma informed care.

All papers will undergo peer review. We anticipate publication in the fall of 2021. The issue will be overseen by special editors Teresa Y. Smith, MD, MSEd, Alden Landry, MD, MPH, and Dowin Boatright, MD. Submissions can be made under the category the "Dismantling Racism" on the submission website (<https://mc.manuscriptcentral.com/aemet>) starting October 15, 2020.

Topics of special interest include, but are not limited to, innovations in curriculum design, assessment, lecture series, simulation training, and/or departmental policies on the following:

- Development of resident and/or departmental task force addressing social justice and health equity
- Curriculum on social EM, racial injustice, immigrant services, social services, governmental policies, or cultural humility
- Social EM Milestone Assessment
- Diversity and Inclusion Retention and Recruitment Efforts for Residents and Faculty
- UIM Faculty Leadership and Promotion
- Research curriculum on health care inequities, social injustice and its impact on health care delivery, patient safety outcomes, biases of health care services and delivery.
- Faculty Development on bias in evaluation and remediation
- Community partnerships in developing systems for patient-centered care
- Trainee service projects and initiatives
- Perspective on historically vulnerable populations including but not limited to homeless, imprisoned, and immigrant populations

Deadline: February 28, 2021