

Enhancing medical education with remote public health research: a student's perspective

Améliorer l'enseignement médical grâce à la recherche en santé publique à distance : le point de vue d'un étudiant

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Dear Editor,

I am writing in support of Mahayosnand et al's article "COVID-19 lessons learned: public health research should be integrated into medical school curricula."¹

As a BS-MD student in New Jersey, USA, I have had multiple wet-lab and bench-research experiences, but never had the opportunity to conduct public health research until recently. As an equal contributor and co-author in ongoing research projects, I learned how to conduct a literature review independently by searching for relevant articles in Google Scholar and PubMed, then how to analyze and synthesize them I also found that conducting research remotely conducive to my hectic and unpredictable school schedule.²

I particularly appreciated the opportunity to help develop recommendations for policymakers and public health practitioners, thereby making research relevant and practical for the reader to apply lessons learned. I believe I had an enhanced experience because my mentor was similar to me in gender (female), religion (Islam), and a woman of color: all features of marginalized groups in medicine and academia.³ While I may have believed that Muslim healthcare reform for women was idealistic and near impossible, this public health research experience has

given me the expertise and confidence to continue working in the public health sphere to equalize healthcare access among vulnerable patient groups.

I highly recommend that (1) medical students actively seek out remote public health research opportunities, and (2) academic journals, medical schools, and researchers create public health e-mentoring programs for medical students. I want to end by thanking Mahayosnand et al. for their article.

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References

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