April 10, 2021

6:00am – 8:30am

Office of Diversity, Equity, and Inclusion: Engagement and Leadership Opportunities for Trainees

Co-authors: Del Castillo, Piserchio, Sanchez, Martinez

1. List the role and responsibilities of the Office for Diversity, Equity, Inclusion (DEI)
2. List the role and responsibilities of the Office for Diversity, Equity, Inclusion (DEI)
3. Describe Faculty leadership skills achievable for trainees through the Office of DEI
4. Describe opportunities for trainees to engage in the Office of DEI and also achieve Faculty leadership skills
5. List the benefits of becoming engaged in leadership positions through the Office for DEI

8:30am- 10:00am

Exploring Bias-Awareness with OB/GYN and Family Medicine Residents

Co-authors: Davis, Gemeda, Parks-Savage

1. State bias-awareness strategies to minimize implicit bias.
2. Discuss skills to counteract bias.
3. Identify thoughts, actions, phrases that stem from implicit bias.
4. Use Implicit Association Test to help learners recognize their personal implicit biases.

Introduction and Decision-Making Framework for Understanding and Combating Implicit Bias in Pediatrics

Co-authors: Astudillo, Pacheco

By the end of the session, learners will be able to:
1. Understand implicit bias
2. Explore implicit bias in pediatrics
3. Practical ways to combat to assess and reduce implicit bias in pediatric training

An Approach to Cultural Sensitivity Training in Undergraduate Medical Education

Co-authors: Littlejohn, Rajan, Sandoval

1. To create a learning opportunity to appreciate cultural sensitivity in a patient encounter.
2. To identify barriers to cultural sensitivity in a patient encounter.
3. To apply principles of cross-cultural communication in a patient encounter.
4. To evaluate the strengths and weaknesses of a standardized patient encounter in cultural sensitivity training.

10:00am- 11:30am

Jessica Jordan, Oak Sonfist, Joesph Rojo (MSPA): Title TBD
From the Heart from the Start: Using restorative practices to introducing the Social Determinants of Health during Orientation

Co-authors: Mason, Sharma, Vosatka, Ruiz, Burke, Richards, Eggan

1. Define the term social determinants of health and heath equity
2. Differentiate between the terms equality and equity
3. Describe 2 examples of how inequities in community conditions impact health outcomes and health disparities
4. Identify 2 tangible ways health professions trainees can promote health equity

Traditional Oriental Medicine - a primer to understanding how it affects patient care

Co-authors: Su, Chang, Jaewon, Yoon

1. Describe the theory and modern history behind Traditional Chinese Medicine (TCM), Traditional Japanese Medicine (Kampo) Medicine, Traditional Korean Medicine (TKM), and Traditional Oriental Medicine (TOM).
2. Compare and contrast Traditional Chinese Medicine (TCM), Traditional Japanese Medicine (Kampo) Medicine, Traditional Korean Medicine (TKM), and Traditional Oriental Medicine (TOM).
3. Describe the benefits and concerns of using Traditional Oriental Medicine.

11:30pm- 1:00pm

Integrating Social Determinants of Health Curricula into Medical Education

Co-authors: Howell, Roswell, Weiner, Dougherty

1. Define social determinants of health and total health.
2. Consider how the clinical team can best impact patients’ total health.
3. Practice using function 1 and function 2 skills to construct a narrative that effectively describes the patient’s social determinants of health.
4. Consider ways that the clinical team and the healthcare system can utilize information about patients’ social determinants of health to improve health outcomes.

Interactive Clinical Case Studies for Medical Spanish Learners

Co-authors: Jaeger, Cintrón, Chang-Panesso, Medina, Rivera-Spoljaric

At the end of this session, learners will feel more confident in their ability to:
1) Apply history-taking strategies to elicit patient concerns in Spanish through a virtual format; 2) Summarize and synthesize pertinent information from the history and physical exam to construct an accurate differential diagnosis in Spanish; 3) Evaluate differential diagnoses and justify the reasoning in Spanish; and 4) Propose a diagnostic and therapeutic plan in Spanish
Team based Education in Health Disparities

Co-Author: Dickerman

1. Explore the factors related to healthcare disparities (including social determinants, medical issues, economic impact).
2. Understand factors involved in developing appropriate responses to complex issues.
3. Give students the opportunity to interact and present new knowledge and expertise.
4. Gain practice in developing interprofessional plans and presenting.
5. Give opportunity to reflect on health disparities and team-based care.

1:00pm - 2:30pm

Introduction to Left Ventricular Assist Devices and Role in Management of Heart Failure

Co-authors: Kemeyou, Nelson, Money, Ladner, Brewster, Stroud, Youngquist, Holbrook Stoecklein

1. Discuss heart failure basic concepts and treatment options for advanced disease
2. List indications for Left Ventricular Assist Devices (LVADs), and basic components of an LVAD
3. Describe complications related to an LVAD, and importance of anticoagulation
4. List the benefits of an LVAD, and when to call LVAD coordinator

Medical Students as Patient Navigators in a SCD AYA Transitioning Program.

Co-author: Boucher

Narrating New Lands: Six Part Workshop Series

Co-author: Chamberlain

2:30 – 4:00pm

Understanding and Addressing the Mistreatment of Resident Physicians

Co-authors: Pang, Navejar, Khalsa

1. Define the issue of resident physician mistreatment
2. Demonstrate the use of REWIND to address mistreatment
3. Adapt strategies to address mistreatment when experiences or observed

Melanoma in the African-American/Black Community

Co-authors: Thompson, Jenkins

Rural and Community Psychiatry Residency Rotation: Systems of Care

Co-authors: Tehrani
April 17th

8:30am-10:00am

**Anti racist principles in the assessment of violent patients**

*Co-authors: Simeon-Thompson, Valentine, Lim, Greenspan*

1. Recognize factors that may bias our violence assessment.
2. Develop alternative frameworks for patient assessments in a way that promotes empathy in addition to assessing risk.
3. Compose neutral statements that reduce bias and offer context.
4. Recognize that words can have broad meanings that encourage bias especially when used without context.

**Training medical students to assess social determinants of health needs and connect with community resources**

*Co-authors Bigham; Ferrara*

1. Describe community resources, including health insurance resources, available in their community.
2. Describe the basic benefit and eligibility criteria of public insurance programs.
3. Discuss strategies for building trust and communicating effectively with members of marginalized groups.
4. Explain the historical basis for mistrust of the medical system in marginalized communities.

*Stephan Duran: Title TBD*

10:00pm-11:30pm

**Evaluation of Efficacy of Self-Directed Learning Module for Teaching Trainees about Neonatal Hypotonia**

*Co-authors: Irumudomon*

**Medical School Wellness and Student Perception**

*Co-authors: Hiciano; Rodriguez; Mills; Rajan*

1) Identify Clerkship vs. Pre-clerkship Medical Student Stressors
2) Identify Curricular Wellness activities and student perception of impact
3) Find potential sources of both stress and relief

**How Do Leadership Roles in Diversity Organizations Relate to Future Success**

*Co-authors: Dairo*

1) Identify opportunities for student involvement in diversity organizations (i.e. the Student National Medical Association aka SNMA & the National Medical Association aka NMA)
2) Survey medical students and physicians alike to gauge perspectives of their engagement with said organizations
3) Perform a didactic session on leadership activities that lead toward member success
4) Assess the didactic session’s efficaciousness

11:30am- 1:00pm

A Toolkit for Increasing Diverse Medical Student Interest in Obstetrics and Gynecology as a Potential Career Choice

Co-authors: Fraz, Osei, Behbehani, Gavan, Nahas, Stuparich

1. Describe the career path and choices in gynecology and obstetrics.
2. Summarize three common preconceived notions (rumors) that have historically detracted students from a career in gynecology and obstetrics.
3. List at least five benefits of a career in gynecology and obstetrics.

Rebecca Racataian-Gavin: Title TBD

Michelle Miranda, Laura Moreno, Damian Borbolla: title TBD

1:00pm- 2:30pm

Dissecting provider and patient facing ableist bias in healthcare settings

Co-author: Dhanani

1. Define disability and ableism.
2. Identify the ways in which ableism can manifest in the medical workspace
3. Discuss the impact of inherent perceptions of disability on equitable care
4. Demonstrate a clear understanding of appropriate consideration of a person’s disability
5. Utilize tools to address and cope with ableist bias in the health care setting

From Adversity to Toxic Stress, Screening and Brief In-Clinic Interventions

Co-authors: Paz, Suliman, Bajwa, Gavan, Stuparich, Osei

1. Describe Adverse Childhood Experiences (ACEs), their prevalence, and their impacts on physical, mental and social health.
2. Describe ACEs as a Health Equity determinant
3. Demonstrate the use of an ACE and toxic stress screening tool in clinical care.
4. Identify buffering or protective factors in children and families

Simulation-based Telemedicine Training Program for Special Populations in PM&R: Sickle Cell Acute On Chronic, Neuro-Rehab and Chronic Pain Patients

Co-authors: Ampomah, Atwater, Parks-Savage

1. Improve comfort with telemedicine visits
2. Increase knowledge about performing physical exams via telemedicine
2:30pm - 4:00pm

**Utilization of Psychiatrically Informed Bias Training in Promoting Upstander Perspectives**

Co-authors: Redman, Shah, Powell, Rodriguez, Fassiotto, Stephens

To increase willingness to step in when observing acts of discrimination

*Dimitri Tito: Title TBD*

**Medical Spanish Module on IV Placement**

Co-authors: Aragon, Gutierrez, Cruz, Hernandez, Arevalo, Griego