AAMC Graduation Questionnaire Data: Understanding Influences on the Learning Environment

Table Topic Description:
Each spring, senior medical students complete the AAMC Graduation Questionnaire (GQ). This survey inquires about all facets of their medical school experience, including negative behaviors to which they may have been exposed. While much has been published about students’ experiences of negative behaviors using GQ data, there has been little examination of how other players in the milieu of the learning environment contribute to and/or are affected by similar forces. Using a grounded theory approach to examine students’ responses to two open-ended questions from the GQ can provide additional insights into the types of behaviors encountered in the learning environment and additionally shed light on experiences of residents and faculty.

Learning Objectives:
By the end of the session, participants will:

1) Demonstrate similarities in the experiences of students, residents, and faculty within the learning environment of institutions using a mind-mapping technique
2) Evaluate how additional granularity about negative behaviors in the learning environment impacts diversity and inclusion
3) Characterize potential impact of negative behaviors in the learning environment on retention of trainees and faculty in academic medicine

Following the session, participants will:

1) Explore strategies to identify and mitigate uncommon types of negative behaviors in their local environments

Speakers: Edward J. Callahan, PhD, Brenessa Lindeman, MD, Amy N. Hildreth, MD

Aligning Diversity Efforts in a Large Multi-campus System to Address Culture and Climate

Table Topic Description:
Since introducing a revitalized diversity plan, programming and new team at Indiana University School of Medicine (IUSM), we have set a new strategic direction for the institution. Careful planning, engagement of the community--from the top-down and bottom-up--have been key.
The team has met with every leadership unit, department, campus, UME, GME and graduate office, and staff leadership groups to build consensus around the refined definitions of diversity, our underrepresented in medicine groups and additional high target groups at IUSM as well as revitalizing pipeline programs. The support of leadership and collaborative engagement across the institution has been instrumental in the alignment of efforts.

**Learning Objectives:**
Following table discussions, participants will be able to:

1) Describe methods for setting strategic direction for improving diversity and inclusion.
2) Share ideas for creating real culture change including lessons learned in their own institutions.
3) Engage in interactive and meaningful discussion on issues/barriers to implementing change at their institution.

**Speakers:** Mary G. Austrom, PhD, Paul A. Porter, PhD, Alvaro Tori, MD

❖ **Collaborative Partnerships Take You Further!**

**Table Topic Description:**
Looking for a collaborative partnership … have you considered your academic health sciences library … or your office of diversity, health equity and inclusion … or both? A successful collaborative partnership between a newly established office of health equity and inclusion and an academic health sciences library is described with a brainstorming opportunity to consider future possibilities.

Collaboration is at the heart of the efforts performed by both libraries and offices of diversity, health equity and inclusion. Libraries enjoy new partnerships that highlight how the expertise of Library faculty and staff and the resources and spaces can be leveraged to assist with increasing student and faculty success, and patient outcomes for a health sciences campus.

**Learning Objectives:**
During this breakfast discussion session, participants will: Become familiar with examples of successful collaborative partnerships between academic health sciences libraries and offices of diversity, health equity, and inclusion; gain experience brainstorming ideas for collaborative partnerships with an academic health sciences librarian; and create a list of possible collaborative efforts to pursue following the conference.

**Speakers:** Joan M. Gregory, Ana M. Lopez, MD, MPH, FACP
Crowdsourcing for Evaluation of Resident Applicant Skills

Table Topic Description:
As residency programs have continued to become more competitive and as the number of applicants have increased across specialties, it has become more challenging for programs to evaluate medical student applicants. Applicants are typically evaluated based on letters of reference, USMLE scores, medical school transcripts, and the Dean's letter. Letters from the subinternship supervisors and program chairs are not standardized and their content may depend greatly on the degree of direct interaction between the referee and the student on the rotation, which in many cases yields limited information about technical skills potential. Crowdsourcing assessment of technical skills has shown promise as an innovative and validated method of assessing clinical surgical skills. We propose crowdsourcing as a potential adjunct to the medical student interview process and have piloted its use in our urology

Learning Objectives:
Following table discussions, participants will be able to:
1) Stimulate discussion about the challenges of resident selection based on traditional benchmarks of USMLE scores, reference letters, and Dean's letter.
2) Evaluate an innovative approach to aid residency selection based on evaluation of potential clinical skills by crowdsourcing.
3) Determine how crowdsourcing of candidate skills evaluation may have broad potential across subspecialties.

Speakers: Mark Jordan, MD, FACS, Barry A. Kogan, MD

Evaluation of the Penn Diversity Search Advisor Program: Engaging Faculty as Diversity Advocates

Table Topic Description:
The Perelman School of Medicine (PSOM) at the University of Pennsylvania initiated the Diversity Search Advisor (DSA) Program in 2012 as part of the Penn’s Action Plan for Faculty Diversity and Excellence launched in 2011. The primary goal of the DSA Program is to increase and improve faculty diversity and ensure objectivity in the search process. The program was evaluated in 2015 by surveying the DSAs. Discussion topics will include the DSA program governance structure, review of the DSA role and responsibilities, results of the program evaluation, and next steps that will be undertaken to enhance the effectiveness and impact of the program.

Learning Objectives:
Following table discussions, participants will be able to:
1) To understand Diversity Search Advisor survey responses to their engagement as faculty diversity advocates;
2) To review observed differences in faculty search practices between basic science and clinical departments;
3) To review the evaluation metrics for a Diversity Search Advisor Program for impact.

**Speakers:** Karen Grasse, MS, MPhil, Lee Fleisher, MD, Ashlee Jaffe, MD

❖ Exploring the Current and Changing Role of the Chair in Academic Medicine

**Table Topic Description:**
The session will feature a chair with a clinical focus and a chair with a research/basic science focus, and the central themes of conversation will revolve around effective relationships, goal setting, shared duties, communication, and general alignment between department chairs and faculty. Given the joint meeting, conversations most definitely could cover all relationships with chairs, including those of residents and faculty, and it also could discuss challenges and successes with regard to diversity recruitment and retention.

**Learning Objectives:**
Following table discussions, participants will be able to:
1) To share experiences that resonate across professional roles
2) To engage chairs and faculty on shared goals
3) To reflect on current trends in academic medicine organization and advancement
4) To increase awareness among chairs and faculty

**Speakers:** Richard L. Eckert, PhD, Vincent D. Pellegrini, MD

❖ Fact, Fiction, Fears & Future of 80 Hour Work Week - Faculty Perspective (CFAS)

**Table Topic Description:**
Research data regarding the effect of the duty hours regulations on patient safety, resident health and quality of life, and residency program educational quality is still controversial and incomplete. In this interactive session the "Fact, Fiction, Fears & Future" of the 80 Hour Workweek will be addressed. The current state of the research evidence will be summarized in the introductory comments followed by 2 moderated table discussions focused on the resident (ORR) and faculty (CFAS) perspective to identify open questions about the broader effects of duty hours e.g. on the general medical workforce and academic clinical practice and faculty. The session is meant to bring multiple institutions, residents and faculty together to create a continuing interest group to formulate a consensus for a data collection and research strategy to address unexamined concerns that drive future research and develop evidence based policy recommendations.

**Learning Objectives:**
Following table discussions, participants will be able to:
1) Update on the current research of the impact of the 80 Hour Work Week regarding resident satisfaction, fatigue, compliance, impact on safety/medical errors, effect on competencies and effect on faculty perception, clinical practice, and faculty work hours
2) Definition and identification of further research needs through interactive sharing of institutional experience (CFAS/ORR/Participants from multiple Institutions)
3) Development of a future research strategy with engagement of institutions interested in addressing these research questions

Speakers: Dixon Santana, MD, Michelle 'Mikki' Babicky, MD, Brenessa Lindeman, MD, Michael Maguire, MD, Vanessa Solomon, MD

❖ Fact, Fiction, Fears & Future of 80 Hour Work Week - Resident Perspective (ORR)

Table Topic Description:
Research data regarding the effect of the duty hours regulations on patient safety, resident health and quality of life, and residency program educational quality is still controversial and incomplete. In this interactive session the "Fact, Fiction, Fears & Future" of the 80 Hour Workweek will be addressed. The current state of the research evidence will be summarized in the introductory comments followed by 2 moderated table discussions focused on the resident (ORR) and faculty (CFAS) perspective to identify open questions about the broader effects of duty hours e.g. on the general medical workforce and academic clinical practice and faculty. The session is meant to bring multiple institutions, residents and faculty together to create a continuing interest group to formulate a consensus for a data collection and research strategy to address unexamined concerns that drive future research and develop evidence based policy recommendations.

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1) Update on the current research of the impact of the 80 Hour Work Week regarding resident satisfaction, fatigue, compliance, impact on safety/medical errors, effect on competencies and effect on faculty perception, clinical practice, and faculty work hours
2) Definition and identification of further research needs through interactive sharing of institutional experience (CFAS/ORR/Participants from multiple Institutions)
3) Development of a future research strategy with engagement of institutions interested in addressing these research questions

Speakers: Adam Franks, MD, Michelle 'Mikki' Babicky, MD, Brenessa Lindeman, MD, Michael Maguire, MD, Vanessa Solomon, MD
GME in Transition: From Executive MBAs to Executive Multi-Specialty Medical Fellowships

Table Topic Description:
We will present a new model of Graduate Medical Education inspired by the now numerous, popular, and effective Executive MBA programs throughout the country. The Executive Fellowship in Addiction Medicine (Exec-FAM) at Rutgers New Jersey Medical School offers a “middle way”: a flexible, structured, year-long program that prepares qualified physicians from any medical specialty to deliver state-of-the-art addiction treatment. Our Exec-FAM consists of (a) didactics, (b) conferences, (c) retreats, (d) clinical Supervision, and (e) self-directed learning.

Learning Objectives:
Following table discussions, participants will be able to:
1) Discuss major advantages and disadvantages of multi-specialty executive medical fellowships.
2) List four key elements of an executive fellowship.
3) Contrast executive MBA programs with executive medical fellowships.

Speakers: Petros Levounis, MD, MA, Maria L. Soto-Greene, MD

Healthy People 2020 Curriculum Taskforce: Supporting Training to Improve Population Health

Table Topic Description:
The Association for Prevention Teaching and Research Healthy People Curriculum Task Force represents eight health professional education associations that have collaborated since 2002 to implement the educational objectives of Healthy People 2010 and 2020 and to collect data for objectives. The Clinical Prevention and Population Health Curriculum Framework provides a common core of knowledge for clinical health professions about individual and population oriented prevention and health promotion efforts. Health professions educators are encouraged to review their curricula to ensure they include elements of the Framework. Successful case studies and online learning modules have been gathered to support training in this area.

Learning Objectives:
Participants in the roundtable will be prepared to:
1) Describe the elements of the Clinical Prevention and Population Health Curriculum Framework;
2) Identify resources for teaching the Framework competencies and skills; and
3) Evaluate individual institutions’ performance regarding population health training.

Speaker: Laura Rudkin, PhD
High Demand for Diversity and Inclusion Initiatives: Are We Focusing Efforts in the Right Place?

Table Topic Description:
This session will provide case studies of two newly formed diversity offices; the Health Sciences Center Office of Diversity and Inclusion which serves the Schools of Dentistry, Medicine, Nursing, and Public Health at the University of Louisville, and the Office of Diversity Affairs which serves the 9 campus sites of the Indiana University School of Medicine. These offices have faced unique challenges and opportunities given the national spotlight on diversity and social justice issues. Strategies, structures, and programs for high-impact engagement will be discussed at both the macro and micro levels.

Learning Objectives:
Following table discussions, participants will be able to:
1) Partner with departments, committees, and individuals to expand your reach to various institutional groups.
2) Appropriately adapt diversity content to meet the unique needs of student, faculty, and staff audiences.
3) Begin action-planning strategies for collaboration and productive utilization of multicultural/diversity offices as resources to educate on issues of diversity broadly.

Speakers: Katie F. Leslie, Paul L. Porter, Ryan Simpson, V. Faye Jones, MD, PhD, MSPH

Implicit Bias – The Science of Inequality or Reinforcing Privilege?

Table Topic Description:
The concept of implicit bias has become a powerful teaching tool with an empirical foundation demonstrating that people are prone to make problematic decisions which are often, beyond our awareness. Importantly, these lessons have gained a great deal of traction in many disciplines, including medicine, with a great deal of time, energy, and resources dedicated to teaching students, faculty, physicians and staff about these concepts. However, the energy and resources dedicated to this effort have not been met with evidence to suggest that behavior changes as a result of exposure to this information. This session will problematize this phenomenon as well as suggest what institutions can do to reinforce lessons and affect change.

Learning Objectives:
Following table discussions, participants will be able to:
1) Have a deepened understanding of the implicit bias literature
2) Understand the shortcomings of delivering this data without plans for action
3) Discuss the pedagogy of learning for adults

Speaker: David F. McIntosh, PhD, MA
Inclusion Programs Engaging Across Health Sciences

**Table Topic Description:**
Inclusion efforts are increasingly valued across health science institutions. A coordinated, collaborative, and grassroots matrix that links inclusion to health equity is described with an outline for evaluation.

**Learning Objectives:**
Following table discussions, participants will be able to:
1) Demonstrate the impact of linking health disparities solutions to educational disparities;
2) Discuss the evolving matrix of linkages that improve our ability to tackle these disparities;
3) Outline evaluative measures

**Speaker:** Ana Maria Lopez, MD, MPH, FACP

Increasing Diversity and URM Mentoring in GME

**Table Topic Description:**
In 2014, Indiana University School of Medicine (IUSM), appointed a new leadership team for the Office of Diversity Affairs (ODA). An important step in achieving our vision was to create a Strategic Revitalization Plan for Diversity, Inclusion, and Excellence in Graduate Medical Education. In 2014, ODA in partnership with GME launched a plan to increase diversity and cultural competency in all GME programs. In an effort to provide a welcoming inclusive climate, GME launched an underrepresented minority (URM) Mentoring Program. The program provides residents and fellows with a faculty role model that provides professional longitudinal mentoring, and mentors with training to recognize and be sensitive to the needs of the mentees.

**Learning Objectives:**
Following table discussions, participants will be able to:
1) Evaluate the awareness for diversity, mentoring and cultural competency in GME.
2) Examine the steps IUSM is taking in order to improve diversity and retention of residents and fellows as faculty.
3) Assess long-term implications of peer mentoring in GME in the areas of cultural competency, socialization, and professional development.

**Speakers:** Sharmin R. Taylor, Alvaro Tori, MD
Learning from Patient Voices: Lessons on (In)Equities in Health Care

Table Topic Description:
In this session, the presenters will share about a co-curricular seminar series at their university that connects patients with clinicians, faculty, staff, and students. Presenters will share lessons learned, preliminary assessment of the program, as well as future directions. The session will also provide a venue for attendees to share about similar programs at their own institutions and brainstorm new possibilities.

Learning Objectives:
Following table discussions, participants will be able to:
1) To share about how a panel series has brought various members of our institution’s community together to hear and learn about issues of health care, health care quality, and health care inequity from patients in the community.
2) To inform others of issues of health (in)equity as they relate to patient care.
3) To create space for others to reflect on issues of health equity and brainstorm how to bring similar programs to their own institutions.

Speakers: Candace Chow, Ana Maria Lopez, MD, MPH, FACP

LGBT Issues in the Academic Medicine Community

Table Topic Description:
This is intended to be an informal discussion of issues facing LGBT communities both within and related to academic medical centers.

Learning Objectives:
At the end of this breakfast session, participants will:
1) Articulate LGBT disparity issues facing their institutions, from the perspective of the organization they represent (GDI/ORR/CFAS).
2) Describe approaches other institutions have used to address LGBT disparities.
3) Recognize networks of support for help with LGBT-related institutional issues.

Speaker: John Davis

Making Commitment to Diversity & Inclusion Visible: Strategies for Chairs & Diversity Leaders

Table Topic Description:
We know that diversity and inclusion in our institutions are critical to our success. Yet, it is only through recognizing our unconscious biases, examining our institutional climates, and actively and deliberately changing our policies, programs, and practices that we will create a diverse
and inclusive workplace and learning environment. Members of the Faculty Forward Learning Community host a discussion of how we can “walk the talk” of making diversity and inclusion visible in our environments. Speakers will engage attendees in small groups to uncover solutions to enacting commitment to diversity at the local level and identify metrics for keeping ourselves accountable for making progress in this area.

Learning Objectives:
Following table discussions, participants will be able to:
1) Explore the barriers that exist to creating a diverse and inclusive workplace and learning environment
2) Discover actionable solutions that can be implemented through chair and diversity leader collaborations
3) Establish personal accountability metrics that illustrate commitment and progress in creating an diverse and inclusive environment

Speakers: Lynn Gordon, MD, PhD, Jennifer Allie, PhD, MPA, Linda Chaudron, MD, MS, Susan Pollart, MD, MS

Maximizing Quality Improvement Education

Table Topic Description:
Quality improvement (QI) education is essential in medical education to improve healthcare delivery as well as meet new accreditation and other regulatory requirements including ACGME, ACCME accreditation and maintenance of board certification. We will explore a core curriculum and complementary activities to maximize QI education effectiveness.

Learning Objectives:
Following table discussions, participants will be able to:
1) Review current accreditation requirements in GME, CME and maintenance of certification related to quality improvement education.
2) Design quality improvement education and activities to meet requirements and enhance curricula.
3) Share best practices and create opportunities for networking across academic health centers in quality improvement.

Speaker: Nancy Davis, Ph.D.
Mentoring Across the Continuum: Resident Peer Mentoring Curriculum

Table Topic Description:
Behavioral health and focus faculty at OHSU Family Medicine Residency are starting a program to train senior residents to be peer mentors for junior residents. The mentoring program begins with all residents taking burnout and mentoring assessments that will be repeated throughout their 4 years as means of evaluation. The mentoring curriculum teaches skills sessions to a cohort of senior resident mentors, including how to identify burnout and promote resiliency in peers. Senior resident mentors have scheduled quarterly mentoring sessions with junior residents to teach junior residents these skills and to assess for burnout risk. When a resident has been identified as being at high risk for burnout, focused faculty, behavioral health faculty and senior residents will work together to address the most effective strategies for helping that person.

Learning Objectives:
Following table discussions, participants will be able to:
1) Evaluation of Resident Burnout:
2) Learn about the history and application of the globally validated Maslach Burnout Inventory. We will review the MBI, how to use it in residency programs to assess baseline burnout, and how to use it as an evaluation tool for burnout interventions.
3) Evidence-based Intervention for Burnout:
4) Learn about general evidence-based intervention strategies for resident burnout. We will highlight the effectiveness of mentorship as a highly protective mechanism for burnout and suicidality
5) Peer Mentorship Implementation in Residency:
6) Review the process of creating a peer mentoring program at Oregon Health and Science (OHSU) Family Medicine Residency. Discuss several strategies that may be successful as well as barriers to implementation, drawing from specific examples at OHSU.

Speaker: Kathleen McKenna

Mentoring Faculty Beyond the Junior Level

Table Topic Description:
Participants will engage in facilitated discussion of the potential need, benefits, and opportunities for mentoring mid-career faculty.

Learning Objectives:
Following table discussions, participants will be able to:
1) Identify criteria that define the mid-career stage for faculty;
2) Enumerate specific needs, challenges, or missed opportunities encountered by faculty in the middle stage of their careers, and
3) Discuss mentoring approaches that would work best helping the career progression of mid-career faculty.

**Speaker:** Gabriela K. Popescu, PhD

✧ **Navigating the Waters: Avoiding Hidden Cycles of Negativity in the Learning Environment**

**Table Topic Description:**
Medical learning environments may harbor hidden cycles of negativity that impede efforts to reform institutional culture and address suboptimal learning environments. Individuals exposed to negative behaviors (e.g. mistreatment or poor role modeling) may adopt the behaviors themselves, eventually projecting them onto others. Suboptimal learning environments and negative institutional cultures may be underpinned by whirlpools of negativity that may draw in even the most resilient individuals. This session will promote discussion on identifying these cycles and the factors that fall within individuals’ circles of control, influence, and gravity to develop practical, specific solutions to the problem of suboptimal learning environments.

**Learning Objectives:**
In this table topic session, we will guide an interactive discussion that centers on the following participant objectives:
1) Consider the negative cycles that may exist within the medical learning environment and attempt to characterize them
2) Consider specific behaviors and resources exist within the circles of control, influence, and gravity for residents and faculty (both junior and senior)

**Speakers:** Will Bynum, MD, Brenessa Lindeman, MD

✧ **Placement of US Medical School Graduates into Graduate Medical Education**

**Table Topic Description:**
Medical school enrollment has increased in the United States over the past decade but growth in graduate medical education (GME) positions has been slower, raising concerns about whether graduates will be able to obtain the GME necessary to qualify to practice medicine. As the number of US MD graduates continues to expand with the creation of new medical schools and the growth of existing schools, these trends should be closely monitored.

**Learning Objectives:**
Following table discussions, participants will be able to:
Examine the trends in placement into GME and medical practice of all graduates of U.S. M.D.-granting medical schools between 2005 and 2015.

**Speaker:** Imam M. Xierali
Safe Zone LGBTQ Allies Training

Table Topic Description:
Learners will gain an in-depth understanding of LGBTQ identity, the health status and challenges of LGBTQ populations and the barriers in obtaining appropriate care, the impact of homophobia/transphobia on university campuses, and guidance regarding the creation and maintenance of affirming spaces for LGBTQ communities.

Participants will engage in interactive activities and reflect on their own biases and institutional barriers and formulate strategies to overcome these barriers in order to create a LGBTQ affirming environment.

Learning Objectives:
Following table discussions, participants will be able to:
1) Define LGBTQ terms, identities, and culture
2) Discuss experiences of LGBTQ persons using a case based approach How to manage various situations
3) Apply information and resources to develop one strategy that can be tailored to fit one's institution

Speaker: Maria L. Soto-Greene, MD

Teaching Competencies, Quality, Patient Safety and Patient Experience in 80 Hrs.

Table Topic Description:
Residency trained used to be primarily about teaching knowledge and patient care in a given specialty. In recent years, 4 additional competences were added. In the last several years, quality improvement and patient safety were added and currently there has been an expanded focus on improving the patient experience. All the while residency work hours have been limited to 80 hours per week. Given that most of these additional educational goals are not specialty specific, our table top discussion will brainstorm and discuss innovative ways of accomplishing these laudable goals given the work hour limitations.

Learning Objectives:
Following table discussions, participants will be able to:
1) Understand the increasing educational demands on residents and that they are mostly not specialty specific.
2) Stimulate discussion and share novel ideas on how to solve the problem of increased educational needs and limited educational time.
3) Determine resource needs for implementing these solutions.

Speakers: Barry Kogan, MD, Mark L. Jordan, MD, FACS
The Process of Selecting Senior US Medical Students for Interviews

Table Topic Description:
The process of residency selection begins with the residency program director selecting from a large pool of applicants who they should invite for interviews. The session will focus on how first program directors develop criteria for whom they should invite for interviews. Next on how they actually select the individuals. Finally with whom if anyone do they share the responsibility.

The discussion will address approaches to improve the process.

Learning Objectives:
Following table discussions, participants will be able to:
   1) Review actions senior student must take to obtain an interview.
   2) Review factors which impact on training directors’ selection.
   3) Propose changes to aid both groups in selecting students to interview.

Speaker: Sidney H. Weissman, MD

Toward Health Equity: Using Digital Analytics to Create Inclusive Spaces

Table Topic Description:
Online communication has emerged as a significant and effective means of connecting. This presentation will review how digital analytics are used to help strengthen communication efforts of an office dedicated to health equity and inclusion. We will discuss how we are creating spaces in which to discuss issues of health equity, and how we communicate these principals to various constituents. Presenters will demonstrate how a multipronged approach to communications is an effective avenue towards communicating with diverse populations around issues of health equity.

Learning Objectives:
Following table discussions, participants will be able to:
   1) Demonstrate how to create shared spaces that engage different groups around campus and the community.
   2) To show how utilizing data harvested from analytics can help guide your communication strategies.
   3) Create a space for attendees to reflect on and brainstorm ways to develop multi-pronged communication strategies for their own departments.

Speakers: Nicholas M. Girling, Ana Maria Lopez, MD, MPH, FACP, Candace J. Chow
Transforming Systemic Obstacles to Facilitate URM Physician Career Success

Table Topic Description:
There is a critical need for more minority (URM) physicians. By 2020 members of minority groups will comprise over one-half of the US population. URM physicians may encounter, from medical school student status through practitioner or faculty member, significant non-institutional demands and systemic obstacles that impede their career success. Through discussion facilitated with probing questions, attendees will identify such challenges. The discussion will produce a listing and description of strategies to facilitate the career development of URM medical professionals.

Learning Objectives:
Following table discussions, participants will be able to:
1) Distinguish between diversity and inclusion and the relationship of each to the development of a more diverse physician workforce.
2) Identify non-institutional demands and systemic barriers that may impede URM physicians’ career success.
3) Enumerate strategies to address the systemic obstacles that may impede URM physician career success.
4) Explain how the systemic obstacles confronting URM physicians may ultimately impact patient care.

Speakers: Sana Loue, PhD, JD, MPH, MSSA, Margaret Larkins-Pettigrew, MD

Transition to Full Service Lines at Academic Medical Centers. Impact on Academic Programs

Table Topic Description:
Transition to Full Service Lines at Academic Medical Centers. Impact on Education, Research and Clinical Programs.

This breakfast table talk discussion will be an opportunity to have a focused discussion and shared learning opportunity about the roll out of full clinical service line models at academic medical centers- what are best practices and lessons learned.

Participants will develop recommendations for academic outcome measures that need to be monitored in the areas of education, faculty development and clinical research.

Learning Objectives:
Following table discussions, participants will be able to:
1) Learn how one academic medical center has launched a physician-led, fully integrated clinical enterprise that has blown up the silos that for clinical operations, have housed the College of Medicine, Faculty Group Practice, and hospital.
2) Understand the rationale and early outcomes of housing clinical education and clinical research within service lines.
3) Have a robust discussion among the table talk participants regarding their experiences, successes and regrets in partial or complete transitions to service lines.
4) Determine best practices for making major academic medical center innovations learning environments.

**Speaker:** James D. Marsh, MD

**Understanding Stereotype Susceptibility in Underrepresented Health Professions Students**

**Table Topic Description:**
The experience of marginalization diverts energy from learning and performing to anxiety and vigilance. In order for faculty and students to interrupt this process it is crucial to understand and find commonality in the nuanced individual student experiences of marginalization. The students represented in this study are medical and nursing students with rigorous academic loads and daunting school schedules. The research team includes an interprofessional cadre of researchers. The primary investigator is a nurse educator and researcher. Co-investigators include a physician who is also a chief diversity officer, a community health nurse who is a PhD student, and a PhD student from the school of education.

**Learning Objectives:**
Following table discussions, participants will be able to:
1) Describe how phenomena like stereotype threat and marginalization affect student learning.
2) Discuss data about stereotype susceptibility in underrepresented student groups.
3) Explore best practices and strategies to create inclusive learning environments where underrepresented healthcare students can reach their full academic potential.

**Speakers:** Darin Latimore, MD, Piri Ackerman-Barger

**Utilizing a Mixed Methods Climate Study to Perceptions of Diversity and Experiences with Mentoring**

**Table Topic Description:**
When executed correctly, climate assessments are a useful tool for understanding perceptions, experiences, and outcomes of the work and learning. Our institution collaborated with faculty affairs, diversity and inclusion, faculty members, trainees, and educational researchers to create a climate study for all constituents which also served as follow-ups to prior research. For this session, we focus on the creation and implementation of the climate assessment as well as two categories of findings: 1. diversity and inclusion, 2. mentoring across the continuum. We
share recommendations from stakeholders and research on sustainable methods for creating institutional change.

**Learning Objectives:**
Following table discussions, participants will be able to:

1. Provide research on diversity and institutional climate,
2. Demonstrate how to assess the climate for diversity and inclusion,
3. Exemplify the impact of climate on perceptions, experiences, and outcomes related to diversity, learning, and mentoring, and
4. Explain ways to create institutional change.

**Speakers:** Kadian McIntosh, Jeffrey Milem, PhD

❖ **Value of a GME program and impact of its transformation on an Academic Health Center**

**Table Topic Description:**
A strong emphasis has been placed on transforming GME and its payment model to reflect the value driven focus of overall health reform. What does this transformation mean for an academic medicine environment? We will describe one academic health center’s approach to understanding the value of its GME program and leveraging this information to optimize the system. In addition, the impact of these changes on the institutional climate and culture will also be discussed. A small group best practice discussion along with sharing lessons learned will add value for this session’s audience.

**Learning Objectives:**
Following table discussions, participants will be able to:

1. The audience will reflect on how one institution assessed the cost and value of its GME programs and leveraged the results to optimize GME at the institutional level.
2. Audience members will assess the ‘process’ of one institution’s effort in determining the value of its GME program.
3. The audience will describe essential components of a GME value system and assess their own institutional efforts.

**Speakers:** Brad Poss, MD, MMM, Sri Koduri, MPA, Alan J. Smith, PhD, MEd, Bruce Herman

❖ **Women in Medicine and Science: Mentoring the Next Generation of Leaders**

**Table Topic Description:**
Capitalizing on the diverse audience of faculty, administrative, and resident leaders this interactive table discussion looks to create a bridge between junior and senior women leaders to generate discussion about the needs of emerging women leaders, and facilitate strategic mentoring relationships between participants in similar specialty fields.
Learning Objectives:
Following table discussions, participants will be able to:
1) Share and explore experiences from women faculty and learners to inform AAMC products and services
2) Establish communication between senior and junior women about needs of women faculty for career advancement
3) Facilitate peer mentoring connections based on specialty fields and research interests using a speed-mentoring methodology

Speakers: Diana Lautenberger, MA, Ashleigh Moses, MA