

Moving the Needle:

Creating an Inclusive and Equitable Learning Environment to Support Underrepresented in Medicine Learners

Nanette Lacuesta MD, FAAFP

Program Director GME Inclusion and Belonging
Director Physician Pathway Scholars Program
Associate Program Director, OhioHealth Riverside
Methodist Hospital Family Medicine Residency

Millennium Manna

Ohio State University College of Medicine 2027

OhioHealth Physician Pathway Scholar

Objectives

- Describe the current gap to support an inclusive and equitable learning environment, particularly for UIM learners in GME
- Complete a self-assessment of your institution's baseline efforts
- Create a personalized strategic plan for your institution based on best practices to address barriers and address the gap in creating an inclusive and equitable learning environment.



Nanette Lacuesta, MD
Program Director, GME Inclusion
and Belonging at OhioHealth



Millennium Manna
Medical Student at Ohio State
University College of Medicine

OHIOHEALTH

snapshot

UPDATED JANUARY 2026
Represents Fiscal Year 2025 Data



About **OHIOHEALTH**



OHIOHEALTH IS A NATIONALLY RECOGNIZED, not-for-profit, charitable, healthcare outreach of the United Methodist Church.

Based in Columbus, Ohio, OhioHealth has been serving its communities since 1891. OhioHealth is a family of **36,000+ associates**, physicians and volunteers, and a system of **16 member hospitals** and more than **200 ambulatory sites**, hospice, home health, medical equipment and other health services spanning a **50-county area**.

OhioHealth has been recognized by FORTUNE as one of the **“100 Best Companies to Work For”** 15 times since 2007 and has earned national honors for patient trust, outcomes, and care coordination.

Represents Fiscal Year 2025 Data

WHAT WE *believe*

Mission

To improve the health of those we serve.

Vision

To provide exceptional care for all through experiences that earn a lifetime of trust.

Values

Compassion, Excellence, Inclusion,
Integrity and Stewardship

Cardinal Value

To honor the dignity and
worth of each person.

OhioHealth GME

39

Medical and
Surgical
Programs

>400

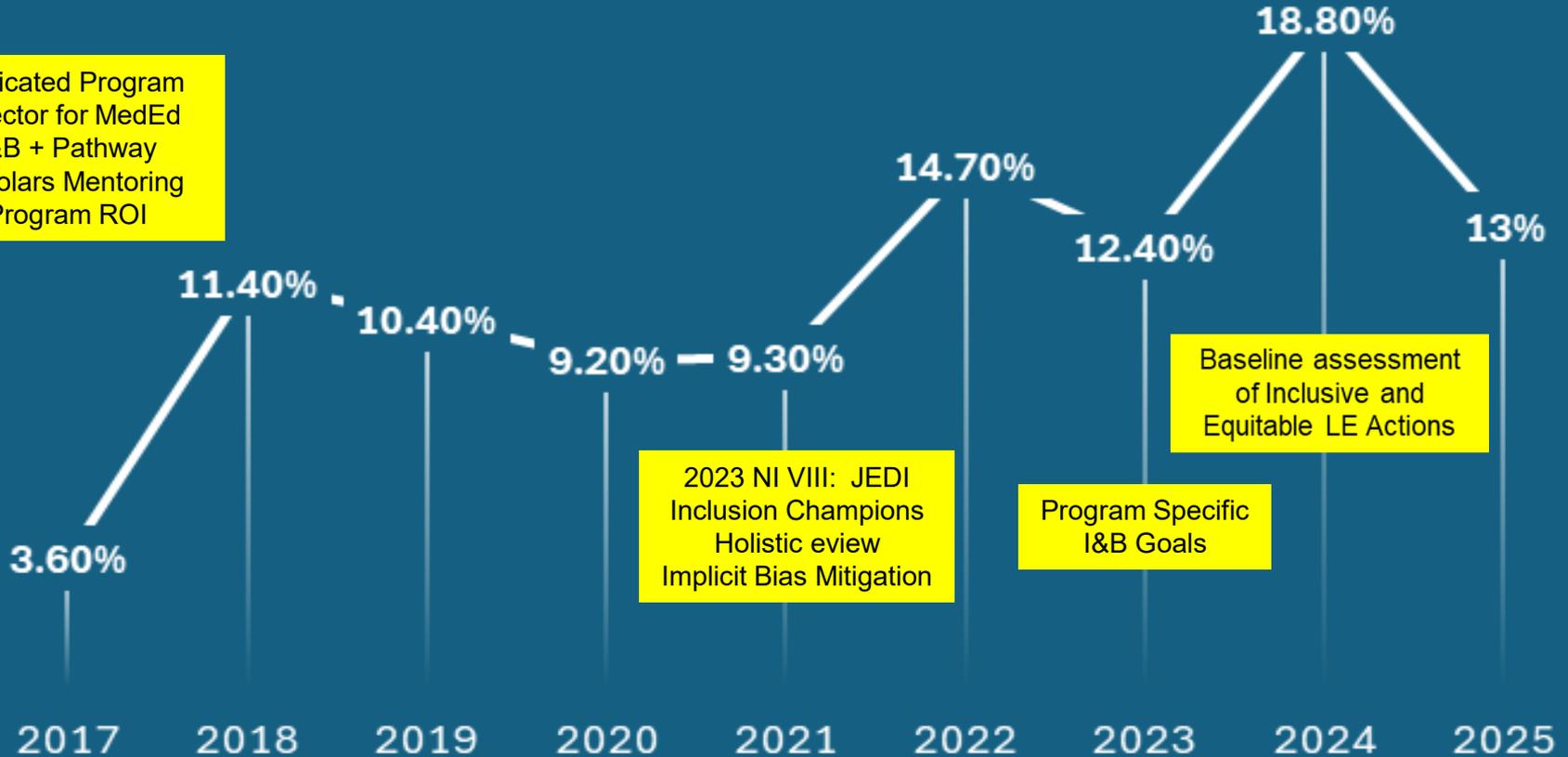
Residents and
Fellows

>1000

Medical
Student
Rotations

% UIM BY MATCH YEAR

Dedicated Program Director for MedEd I&B + Pathway Scholars Mentoring Program ROI



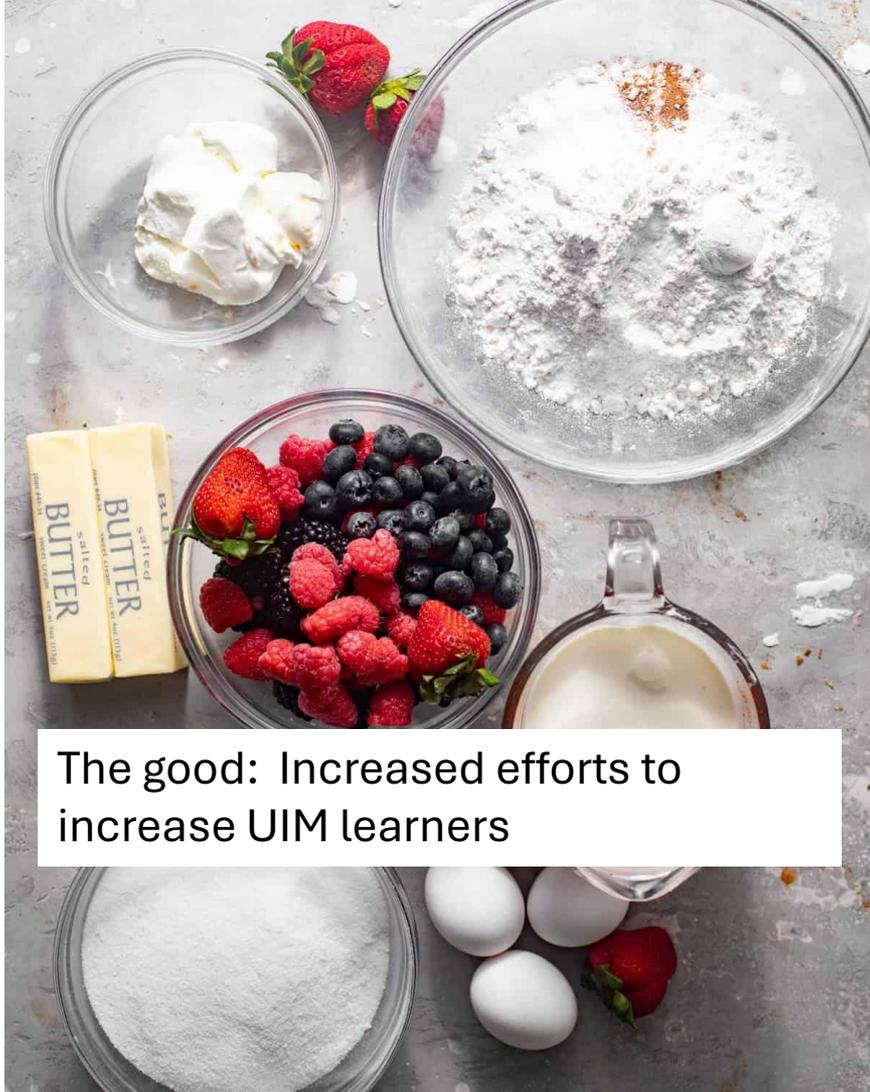
2023 NI VIII: JEDI Inclusion Champions Holistic eview Implicit Bias Mitigation

Program Specific I&B Goals

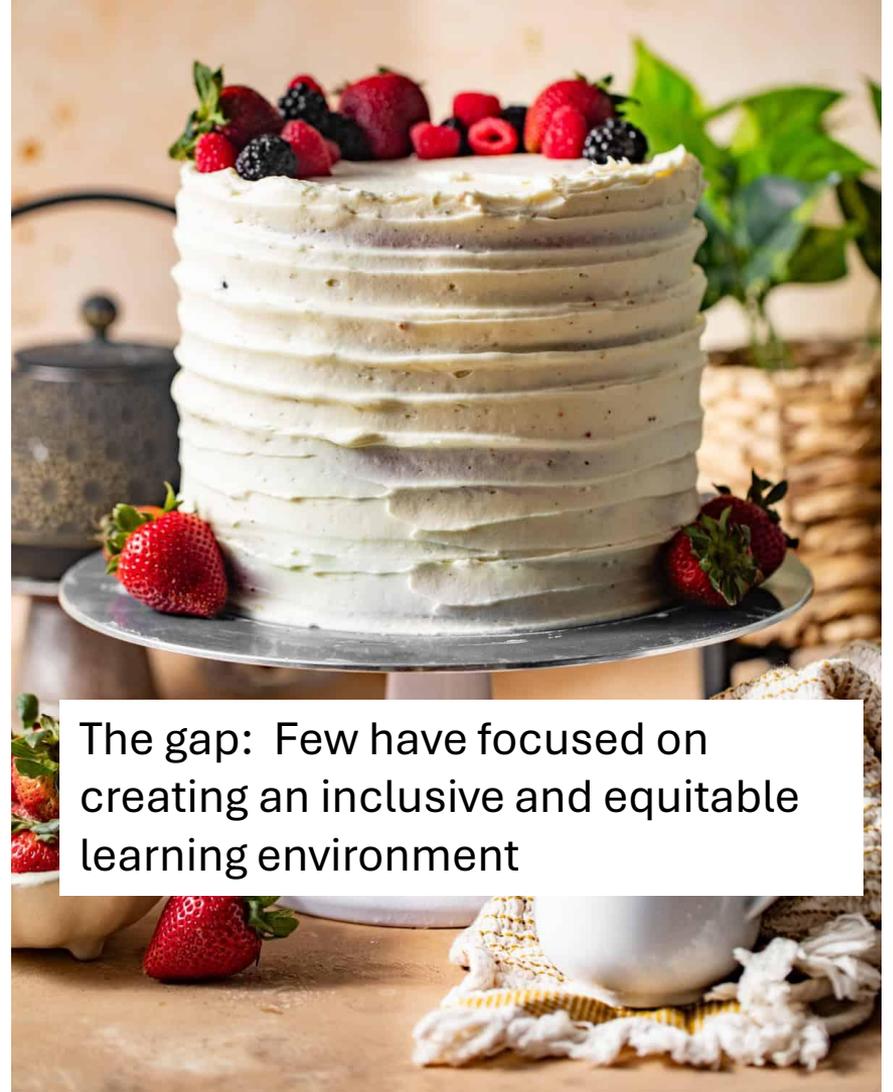
Baseline assessment of Inclusive and Equitable LE Actions

Self Assessment

Please take 3 minutes to complete the form



The good: Increased efforts to increase UIM learners



The gap: Few have focused on creating an inclusive and equitable learning environment

Residents Reporting Burnout

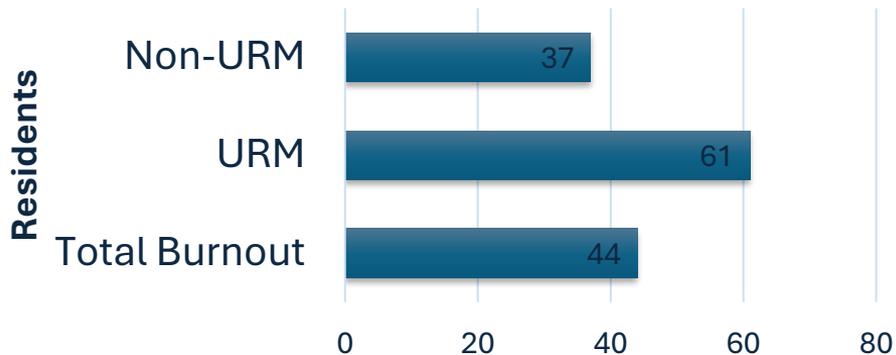


Figure 1¹

Likelihood of Withdrawing from Residency

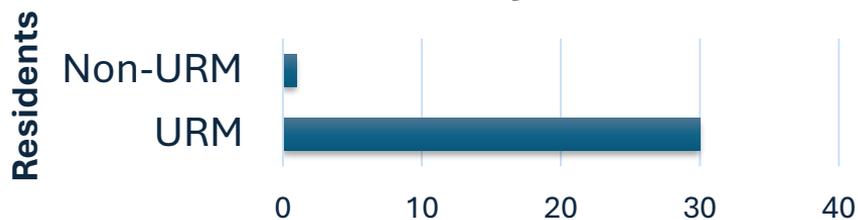


Figure 2²

Likelihood of Extending LOA

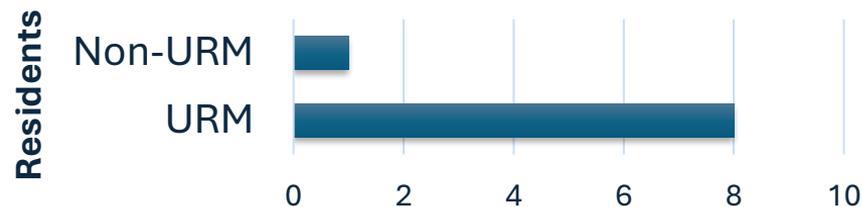


Figure 3²

What contributes to issues in LE inclusion and equity?

- Race/ethnic ambassador burden³
- Daily microaggressions³
- Patient, evaluator, and peer bias⁴
- Lack of mentorship and representation^{3,6}
- Different disciplinary scrutiny & actions⁴
- Lack of psychological safety^{4,7}
- Feeling of isolation⁵
- Lack of belonging⁵

Methods

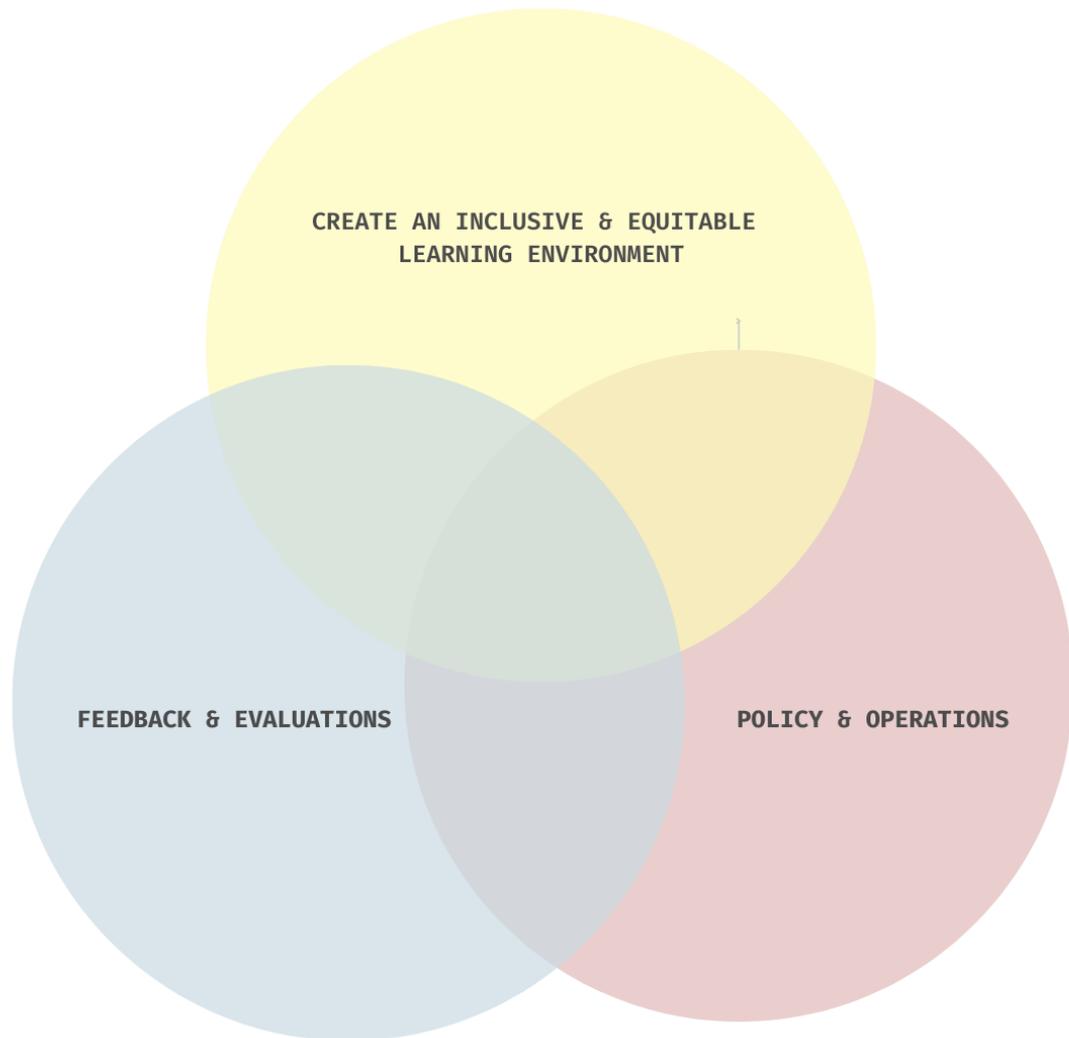
Goal: Create a “menu” of specific actions to implement

Literature search >100 papers
Identify best practices for UIM support and retainment in GME

Exclusion criteria:

Medical students
Within 10 years of search
Fields external to medicine

Surveyed 41 programs to identify baseline efforts



Action currently taken by program

No current action

Program Name (Short)	Marketing										Self Support									
	Checklist Adverse events screening	Printed Letter for new enrollees	Yearly Budget for marketing indicators	When renewals are due renewals	Program renewals for renewals and facility	Age (Age Group) and Health Status Checklist RIS	Health renewals for renewals and facility													
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				
12																				
13																				
14																				
15																				
16																				
17																				
18																				
19																				
20																				
21																				
22																				
23																				
24																				
25																				
26																				
27																				
28																				
29																				
30																				

Program Name (Short)	Marketing										Self Support									
	Checklist Adverse events screening	Printed Letter for new enrollees	Yearly Budget for marketing indicators	When renewals are due renewals	Program renewals for renewals and facility	Age (Age Group) and Health Status Checklist RIS	Health renewals for renewals and facility													
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				
12																				
13																				
14																				
15																				
16																				
17																				
18																				
19																				
20																				
21																				
22																				
23																				
24																				
25																				
26																				
27																				
28																				
29																				
30																				

Program Name (Short)	Marketing										Self Support									
	Checklist Adverse events screening	Printed Letter for new enrollees	Yearly Budget for marketing indicators	When renewals are due renewals	Program renewals for renewals and facility	Age (Age Group) and Health Status Checklist RIS	Health renewals for renewals and facility													
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				
12																				
13																				
14																				
15																				
16																				
17																				
18																				
19																				
20																				
21																				
22																				
23																				
24																				
25																				
26																				
27																				
28																				
29																				
30																				

OhioHealth's self-assessment and pre-intervention data

	Mentorship										Social Support										Belonging											
	Distinguish Advisor, coach, mentor, sponsor	Protected time for mentorship activities	Yearly budget for mentoring activities	Allow residents to select their mentors	Recognize exemplary mentorship for residents and faculty	Pay URM faculty with senior leaders for professional mentorship / sponsorship	Mentor representation in OhioHealth PDS	Other	Provide peer mentorship for incoming residents	Bystander training	Equate DEI work with other committee work	Include DEI considerations during didactics	Compensation for additional DEI work	Spend for DEI conferences	Protect time for personal appointments	Provide regular reminders of well-being resources	Include a social determinants of learning survey for items	ombuds-person to assist with resident advocacy	Provide visiting clerkship stipend for students with financial hardship	Other	Identify and support faculty inclusion champion	Integrate cultural lectures and training	Create DEI Book of Journal club	Incorporate marginalized community representation in didactics content and images	Ensure resident representation on committees for advancement, curriculum and policy	Exp and definition of scholarly activity to include DEI activities	Highlight DEI efforts to celebrate work done by individuals	Recruit/establish a diverse faculty and staff	Incorporate DEI related celebrations in office programs	Engage in longitudinal community service and partnerships	Participate in BRIG events and provide support for community outreach initiatives	Other
Number of programs that have completed task (out of 34)	22	11	1	18	11	5	16	2	19	14	18	28	4	3	24	31	13	6	3	0	23	19	3	19	22	20	12	24	11	16	7	1
Percentage of programs that have completed task	64.7	32.4	2.9	52.9	32.4	14.7	47.1	5.9	55.9	41.2	52.9	82.4	11.8	8.8	70.6	91.2	38.2	17.6	8.8	0.0	67.6	55.9	8.8	55.9	64.7	58.8	35.3	70.6	32.4	47.1	20.6	2.9
Total number of tasks completed in category (ex: mentorship)	86										163										177											
Average number of tasks completed in category (ex: mentorship)	2.5										4.8										5.2											

	General										Faculty Development completed										Resident Development completed										Feedback and Evaluations										Policy and Operations									
	Provide board name prep resources	Incorporate specific curricular resources for health equity education	Other	Race and Medicine	Cultural Humility	Implicit bias mitigation	Uptander training against discrimination	Micro-aggressions	Avoiding bias in evaluations and IDH	Other	Race and Medicine	Cultural Humility	Implicit bias mitigation	Uptander training against discrimination	Micro-aggressions	Avoiding bias in evaluations and IDH	Other	URM as standardized rubric for evaluation	Provide/omnise a faculty rubric for remediation	URM subjective goal metrics in evaluation and improvement plans	Specify criteria for academic metrics	Remove anonymous comment option in evaluations	Provide faculty development on biased language and implicit bias	Review evaluation and enhance merit criteria and procedures for bias	Ensure mal-representation feedback for residents to allow adequate time to respond	Revisit resident info to maintain privacy	Refrain from sharing biased information about a resident or faculty member	Ensure that CCH has diverse representation	Provide defined date for resident meeting improvement plans	Other	Provide genomic pronunciation legal orientation and remediation documents	Review mission statements and include annual DEI goals	Ensure residents and faculty are able to use anonymous reporting system	Utilize annual program evaluation to provide annual DEI goals	Track annual DEI goal progress	Track DEI Scholarly activity within the program	Track data trends on Social Determinants of Learning needs are within the program	Partner with physician residents prior to graduation to provide job opportunities	Provide opt-out/refuge option	Other										
Number of programs that have completed task (out of 34)	22	16	2	15	14	24	7	16	18	2	15	14	21	4	10	4	3	27	6	19	21	10	13	12	17	22	24	19	7	0	3	13	28	17	20	13	3	11	19	0										
Percentage of programs that have completed task	64.7	47.1	5.9	44.1	41.2	70.6	20.6	47.1	52.9	5.9	44.1	41.2	61.8	11.8	29.4	11.8	8.8	79.4	17.6	55.9	61.8	28.4	38.2	35.3	50.0	64.7	70.6	55.9	20.6	0.0	8.8	38.2	82.4	50.0	58.8	38.2	8.8	32.4	55.9	0.0										
Total number of tasks completed in category (ex: mentorship)	207										197										127																													
Average number of tasks completed in category (ex: mentorship)	6.1										5.8										3.7																													



OhioHealth's self-assessment and pre-intervention data

	Mentorship							
	Distinguish Advisor, coach, mentor, sponsor	Protected time for mentorship activities	Yearly budget for mentoring initiatives	Allow residents to select their mentors	Recognize exemplary mentorship for residents and faculty	Pair URM faculty with senior leaders for professional mentorship / sponsorship	Mentor representation in OhioHealth PDS	Other
Number of prgrams that have completed task (out of 34)	22	11	1	18	11	5	16	2
Percentage of programs that have completed task	64.7	32.4	2.9	52.9	32.4	14.7	47.1	5.9
Total number of tasks completed in category (ex: mentorship)	86							
Average number of tasks completed in category (ex: mentorship)	2.5							

OhioHealth's self-assessment and pre-intervention data

Social Support											
Provide peer mentorship for incoming residents	Bystander traininig	Equate DEI work with other committee work	Include DEI considerations during didactics	Compensation for additional DEI work	Stipend for DEI conferences	Protect time for personal appointments	Provide regular reminders of well-being resources	Include a social determin- ants of learning survey for interns	ombuds- person to assist with resident advocacy	Provide visiting clerkship stipend for students with financial hardship	Other
19	14	18	28	4	3	24	31	13	6	3	0
55.9	41.2	52.9	82.4	11.8	8.8	70.6	91.2	38.2	17.6	8.8	0.0

163

4.8

OhioHealth's self-assessment and pre-intervention data

Belonging											
Identify and support faculty inclusion champion	Integrate cultural humility into lectures and training	Create DEI book or journal club	Incorporate marginalized community representation in didactics content and images	Ensure resident representation on committees for advancement, curriculum and policy	Expand definition of scholarly activity to include DEI initiatives	Highlight DEI efforts to celebrate work done by individuals	Recruit/establish a diverse faculty and staff	Incorporate DEI related celebrations in office/programs	Engage in longitudinal community service and partnerships	Participate in BRG events and provide support for community outreach initiatives	Other
23	19	3	19	22	20	12	24	11	16	7	1
67.6	55.9	8.8	55.9	64.7	58.8	35.3	70.6	32.4	47.1	20.6	2.9

177

5.2

OhioHealth's self-assessment and pre-intervention data

	Knowledge and Skills																
	General			Faculty development completed							Resident development completed						
	Provide board exams prep resources	Incorporate specialty-specific curricular resources for health equity in didactics	Other	Race and Medicine	Cultural Humility	Implicit bias mitigation	Upstander training against discrimination	Micro-aggressions	Avoiding bias in evaluations and LOR	Other	Race and Medicine	Cultural Humility	Implicit bias mitigation	Upstander training against discrimination	Micro-aggressions	Avoiding bias in evaluations and LOR	Other
Number of prgrams that have completed task (out of 34)	22	16	2	15	14	24	7	16	18	2	15	14	21	4	10	4	3
Percentage of programs that have completed task	64.7	47.1	5.9	44.1	41.2	70.6	20.6	47.1	52.9	5.9	44.1	41.2	61.8	11.8	29.4	11.8	8.8
Total number of tasks completed in category (ex: mentorship)	207																
Average number of tasks completed in category (ex: mentorship)	6.1																

OhioHealth's self-assessment and pre-intervention data

Feedback and Evaluations												
Utilize a standardized rubric for evaluation	Provide/compensate a faculty advocate in remediation	Utilize objective clinical metrics in evaluation and improvement plans	Specify criteria for academic metrics	Remove anonymous comment option in evaluations	Provide faculty development on biased language and implicit bias	Review evaluation and advancement criteria and procedures for bias	Ensure mid-rotation feedback for learners to allow adequate time to respond	Restrict resident info to maintain privacy	Refrain from sharing biased information about a resident or faculty member	Ensure that CCC has diverse representation	Provide deidentified data for resident needing improvement plans	Other
27	6	19	21	10	13	12	17	22	24	19	7	0
79.4	17.6	55.9	61.8	29.4	38.2	35.3	50.0	64.7	70.6	55.9	20.6	0.0

197

5.8

OhioHealth's self-assessment and pre-intervention data

Policy and Operations									
Provide phonetic pronunciation keys at orientation and in introduction documents	Revise mission statement to include commitment to DEI	Ensure residents and faculty are able to use an anonymous reporting system	Utilize annual program evaluation to guide annual DEI goals	Track annual DEI goal progress on regular basis	Track DEI Scholarly activity within the program	Track data trends on Social Determinants of Learning needs are within the program	Partner with physician recruiting prior to graduation to provide job opportunities	Provide options for religious accommodation	Other
3	13	28	17	20	13	3	11	19	0
8.8	38.2	82.4	50.0	58.8	38.2	8.8	32.4	55.9	0.0
127									
3.7									

OhioHealth's self-assessment and pre-intervention data

	Mentorship										Social Support										Belonging											
	Distinguish Advisor, coach, mentor, sponsor	Protected time for mentorship activities	Yearly budget for mentoring activities	Allow residents to select their mentors	Recognize exemplary mentorship for residents and faculty	Pay URM faculty with senior leaders for professional mentorship / sponsorship	Mentor representation in OhioHealth PDS	Other	Provide peer mentorship for incoming residents	Bystander training	Equate DEI work with other committee work	Include DEI considerations during didactics	Compensation for additional DEI work	Spend for DEI conferences	Protect time for personal appointments	Provide regular reminders of well-being resources	Include a social determinants of learning survey for items	ombuds-person to assist with resident advocacy	Provide visiting clerkship stipend for students with financial hardship	Other	Identify and support faculty inclusion champion	Integrate cultural lectures and training	Create DEI Book of Journal club	Incorporate marginalized community representation in didactics content and images	Ensure resident representation on committees for advancement, curriculum and policy	Exp and definition of scholarly activity to include DEI activities	Highlight DEI efforts to celebrate work done by individuals	Recruit/establish a diverse faculty and staff	Incorporate DEI related celebrations in office programs	Engage in longitudinal community service and partnerships	Participate in BRIG events and provide support for community outreach initiatives	Other
Number of programs that have completed task (out of 34)	22	11	1	18	11	5	16	2	19	14	18	28	4	3	24	31	13	6	3	0	23	19	3	19	22	20	12	24	11	16	7	1
Percentage of programs that have completed task	64.7	32.4	2.9	52.9	32.4	14.7	47.1	5.9	55.9	41.2	52.9	82.4	11.8	8.8	70.6	91.2	38.2	17.6	8.8	0.0	67.6	55.9	8.8	55.9	64.7	58.8	35.3	70.6	32.4	47.1	20.6	2.9
Total number of tasks completed in category (ex: mentorship)	86										163										177											
Average number of tasks completed in category (ex: mentorship)	2.5										4.8										5.2											

	General										Faculty Development completed										Resident Development completed										Feedback and Evaluations										Policy and Operations									
	Provide board name prep resources	Incorporate specific curricular resources for health equity education	Other	Race and Medicine	Cultural Humility	Implicit bias mitigation	Uptander training against discrimination	Micro-aggressions	Avoiding bias in evaluations and IDH	Other	Race and Medicine	Cultural Humility	Implicit bias mitigation	Uptander training against discrimination	Micro-aggressions	Avoiding bias in evaluations and IDH	Other	Utilize a standardized rubric for evaluation	Provide/omnise a faculty rubric for remediation	Utilize subjective global metrics in evaluation and improvement plans	Specify criteria for academic metrics	Remove anonymous comment option in evaluations	Provide faculty development on biased language and implicit bias	Review evaluation and enhance merit criteria and procedures for bias	Ensure mal-representation feedback for residents to allow adequate time to respond	Revisit resident info to maintain privacy	Refrain from sharing biased information about a resident or faculty member	Ensure that CCH has diverse representation	Provide defined date for resident meeting improvement plans	Other	Provide specific pronunciation legal orientation and remediation documents	Review mission statements and include annual DEI goals	Ensure residents and faculty are able to use anonymous reporting system	Utilize annual program evaluation to provide annual DEI goals	Track annual DEI goal progress	Track DEI Scholarly activity within the program	Track data trends on Social Determinants of Learning needs are within the program	Partner with physician residents prior to graduation to provide job opportunities	Provide equitable religious accommodation	Other										
Number of programs that have completed task (out of 34)	22	16	2	15	14	24	7	16	18	2	15	14	21	4	10	4	3	27	6	19	21	10	13	12	17	22	24	19	7	0	3	13	28	17	20	13	3	11	19	0										
Percentage of programs that have completed task	64.7	47.1	5.9	44.1	41.2	70.6	20.6	47.1	52.9	5.9	44.1	41.2	61.8	11.8	29.4	11.8	8.8	79.4	17.6	55.9	61.8	29.4	38.2	35.3	50.0	64.7	70.6	55.9	20.6	0.0	8.8	38.2	82.4	50.0	58.8	38.2	8.8	32.4	55.9	0.0										
Total number of tasks completed in category (ex: mentorship)	207										197										127																													
Average number of tasks completed in category (ex: mentorship)	6.1										5.8										3.7																													



Discussion

- Share one area where your program is doing well
- Share one barrier to implementing best practices

Report Out

Recommendations/ OhioHealth's Strategic Plan

Conduct a
baseline
assessment

Assess areas
of
improvement

Provide
resources at
a system level
to address a
limited
number of
opportunity
areas

2021-22

Identify inclusion champions

Engage in implicit bias mitigation

Implement Holistic review and inclusive recruitment practices

2022-23

Develop inclusion champions to set/advance program specific goals

Engage in continuous improvement in implicit bias mitigation

Create systems for an inclusive learning environment (where all learners have what they need to succeed)

2023-24

Support programs to meet program specific goals

Engage in continuous improvement in implicit bias mitigation

Evaluate existing structures for opportunities to support equity in the learning environment

2024-25

Engage in continuous improvement to identify and meet annual program specific goals

Maintain foundations of inclusive recruitment practices

Identify baseline efforts to support an inclusive and equitable learning environment

2025-26

Engage in continuous Improvement to identify/meet program specific goals

Identify gaps in program specific inclusive recruitment practices

Screen and provide support for SDOE

Provide faculty development resources for cultivating cultural humility and upstander practices

Inclusion Champions



National Initiative VIII: JEDI Justice Equity Diversity and Inclusion

2022-2023

18 month project

29 partner institutions across the U.S.

**OhioHealth was 1 of 5 featured capstones at the national meeting
Highlighting Inclusion Champion Work in Inclusive and Equitable Recruiting Practices**

What is an Inclusion Champion?

Sets program-specific goals in line with OH GME strategic plan

Provides support to program for OH GME DEI initiatives



Incorporates DEI considerations in existing committees and program structures

Examples:
Recruitment
Competency Committee
Didactics
Resident wellness

Has accountabilities in a faculty role that are supported by administrative time

What is an Inclusion Champion?

Empowered to ask the "hard" questions:

Is there anything we can do to make this process more inclusive?



Could implicit bias be playing a role in this decision, process, or committee?

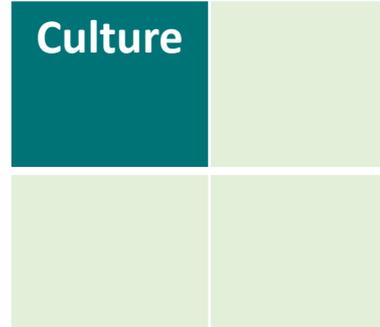
Is there anything we are missing as an opportunity to demonstrate our core value of inclusion?

Challenges the status quo to advance inclusion culture

Inclusion goal



- All programs set their own goal
- Build into existing structures
 - Eg., recruitment, didactics, committees
- Report out to care site GMEC/DME
- Supported by Inclusion champion
- Faculty development/consults to support





No initiative can be successful if it's

- Extra (we'll get to it if we have time)
- Not measured
- Not given time nor resources



Mentorship



Social Support



Belonging



Knowledge and Skills

Create an Inclusive and Equitable Learning Environment



Mentorship

- Helps both people grow and learn
- Perceived value
- Personal life
- Career
- Advice
- Opportunities
- Networking

Create an Inclusive and Equitable Learning Environment



- Access to educational resources
- Past educational experiences
- Health care/Access
- Living arrangements/Safety
- Community
- Transportation
- Social/Community Context
- Representation of Identity, activities, cultural experiences
- Economic stability: food, housing, utilities, internet access

Social Support

Create an Inclusive and Equitable Learning Environment

Well-being Committee/Provider Well-being

- Screen for SDOH prior to orientation
- Opt-out appointments for PGY1 with provider well-being
- Social workers designated to connect learners with resources; learner privacy
- Database of resources to provide to learners



A human, emotional need to be an accepted member of a group
Essential for well being
Beyond interpersonal connection
Loss of belonging associated with stress, illness, depression
Different than self-esteem: valiative, self-interest, individualism
Gain/provide acceptance, attention, support
Conform to the norms of the group

Create an Inclusive and Equitable Learning Environment



Knowledge and Skills

Power and Privilege
Implicit Bias/mitigation
Holistic Review
Upstander training
Microaggressions
Structural racism
Cultural Humility

Create an Inclusive and Equitable Learning Environment



Mentorship



Social Support



Belonging



Knowledge and Skills

Create an Inclusive and Equitable Learning Environment

Conduct a
baseline
assessment

Assess areas
of
improvement

Provide
resources at
a system level
to address a
limited
number of
opportunity
areas

Resource library and office hours

- Cultivating cultural humility
- Upstander Behaviors
- Implicit Bias mitigation
- Inclusive recruitment practices

System support:

Program Director for Inclusion and Belonging

Program Director for Faculty Development

Partnership with Provider Well-Being

Create a Strategic Plan

Choose 3 concrete actions you can take to fill the gaps in the best practices shared today

Report Out

References

1. Smith R, Johnson A, Targan A, Piggott C, Kvach E. Taking Our Own Temperature: Using a Residency Climate Survey to Support Minority Voices. *Fam Med*. 2022;54(2):129-133. <https://doi.org/10.22454/FamMed.2022.344019>.
2. Harris, R., Covington, K., Colford, C., Denizard-Thompson, N., Contarino, M., Evans, K., Zaas, A., Kraemer, M. S., & McNeill, D. (2021). Focusing on Diversity: A Regional Internal Medicine Residency Viewpoint on Underrepresented Minority Support, Retention, and Mentoring. *Journal of Graduate Medical Education*, 13(2), 181–188. <https://doi.org/10.4300/JGME-D-20-00729.1>
3. Osseo-Asare, A., Balasuriya, L., Huot, S. J., Keene, D., Berg, D., Nunez-Smith, M., Genao, I., Latimore, D., & Boatright, D. (2018). Minority Resident Physicians' Views on the Role of Race/Ethnicity in Their Training Experiences in the Workplace. *JAMA network open*, 1(5), e182723. <https://doi.org/10.1001/jamanetworkopen.2018.2723>
4. Brown, Z., Al-Hassan, R. S., & Barber, A. (2021). Inclusion and equity: Experiences of underrepresented in medicine physicians throughout the medical education continuum. *Current problems in pediatric and adolescent health care*, 51(10), 101089. <https://doi.org/10.1016/j.cppeds.2021.101089>
5. Rodríguez, J. E., Campbell, K. M., & Pololi, L. H. (2015). Addressing disparities in academic medicine: what of the minority tax?. *BMC medical education*, 15, 6. <https://doi.org/10.1186/s12909-015-0290-9>
6. McElroy, K. E., Martin, C. A., & Butler, P. D. (2024). Have each other's back: A peer mentorship framework for ethnically underrepresented in medicine (URiM) residents. *American journal of surgery*, 227, 244–246. <https://doi.org/10.1016/j.amjsurg.2023.08.026>
7. Sotto-Santiago, S., Mac, J., Slaven, J., & Maldonado, M. (2021). A Survey of Internal Medicine Residents: Their Learning Environments, Bias and Discrimination Experiences, and Their Support Structures. *Advances in medical education and practice*, 12, 697–703. <https://doi.org/10.2147/AMEP.S311543>

Questions?



OhioHealth