

ALLIANCE INNOVATION AWARD

The Alliance of Independent Academic Medical Centers will present the Alliance Innovation Award on an annual basis to its institutional member who best exemplifies creative and innovative approaches to medical education and research. The institution selected for this prestigious honor must demonstrate an innovation in the following categories:

- The development and/or implementation of innovative medical education programs for residents, physicians and other staff and may include curriculum development and implementation, assessment methodologies, and/or outcomes related to medical education initiatives.
- Innovation significant themes such as provider well-being, quality improvement, population health, health disparities and/or cultural competency initiatives involving residents, physicians and other staff and related outcomes.
- The development and/or application of scientific discoveries. Areas of research may include education, health care improvement, biomedical research and/or translational research.

Prior winners may be viewed here: <https://aiamc.org/awards>



ALLIANCE OF INDEPENDENT
ACADEMIC MEDICAL CENTERS
Innovation Award Application Form

Institution Name: OhioHealth

City, State: Columbus, OH

Web Site: <https://www.ohiohealth.com/medical-education/physician-diversity-scholars-program/>
<https://www.ohiohealth.com/>

Institution Contact: Nanette Lacuesta, MD

Title: Program Director, Physician Diversity Initiatives

Phone: 614-306-7465

Email: Nanette.lacuesta@ohiohealth.com

1. Describe how the nominee has developed and/or implemented *innovative approaches to medical education and/or research* by completing the following Innovation Abstract. Please limit to 500 words):

a. Title OhioHealth Physician Diversity Scholars Program

b. Contributors/Authors Nanette Lacuesta, MD and Bruce Vanderhoff, MD

c. Introduction/Background OhioHealth Physician Diversity Scholars (PDS) Program is a pipeline mentoring program for medical students who are underrepresented in medicine (URM as defined by AAMC as Black/African American, Latinx, Indigenous, others) with a mission to create pathways leading to a physician community that reflects the diversity of those we serve. The program was started in 2009 in response to the need to increase the diversity of our physician workforce, to improve the care of our all of our patients and address health care disparities.

d. Significance URM students are disproportionately disadvantaged with access to physician mentors which can negatively impact their success in medical school. URM students also disproportionately experience socioeconomic stressors, microaggressions, and are referred to academic and professionalism review committee more often than white counterparts. When URM students succeed and match into residency programs, the quality of the program also increases. While aspects of cultural humility and inclusion can be taught in didactic, there is no substitution for direct interaction and learning experiences with diverse learners and patient population (1) URM physicians are more likely to practice in underserved and uninsured patients in future practice(2). White trainees from more racially diverse training programs are more likely to rate themselves as highly prepared to care for minority populations and have strong attitudes endorsing equitable access to care (3)

e. Methodology/Innovation Development and Evaluation URM medical students apply for the program, and if selected, they are paired with a physician mentor for the duration of their 4 year medical school experience and have access to a longitudinal professional development curriculum, an annual stipend, community service offerings, and access to GME programs and rotations within the health system. Professional development curriculum

At the end of their training, if they match in an OhioHealth residency program, they have the opportunity for loan repayment of \$10,000 per year of training.

f. Outcomes/Impact To date 63 students have completed the program. 16 have matched into OhioHealth residency programs and 8 have completed residency. Of the residents who have completed training, 5 have stayed on as OhioHealth attendings and are now also mentors in the program. The percentage of URM residents has increased from 5% in 2017 to 8.6% in 2020 (35/406). 100% of scholars surveyed annually since 2016 have stated that they would recommend the PDS program to another student.

g. Discussion/Conclusions In addition to the increase in diversity of the GME programs through the PDS program, the potential to be involved as a mentor in the program has positively impacted URM physician recruiting and increased sense of inclusion among URM physicians. While stipends and loan repayment are appreciated, students and residents who have participated in the program indicate the most valuable aspect of the program is the mentorship and support they receive from the program.

- 1) Pierre JM et al., Acad. Psychiatry 2017, 41: 226-232
- 2) Komaromy, et al. *N Engl J Med* 1996; 334: 1305-10
- 3) Saha S, et al. JAMA 2008; 300: 1135-45

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2. Has the nominee received national recognition for this specific project/submission?

Yes No

If yes, please describe: **The PDS program was featured as an innovative program in the ACGME Annual Education Conference in 2018 as a 90 min seminar and also at the Family Medicine Education Consortium in 2016.**

3. Please describe how this work might be scale-able and disseminated to other AIAMC members and the GME learning community.

Institutions that are interested in creating a mentoring pipeline program can start by identifying interested physicians and partnering with local medical school URM groups to identify students seeking mentorship. After identifying the mission of the program, students should be selected using holistic review tenets. Both parties should have a list of expectations for the mentoring relationship. Longitudinal professional development sessions may be offered by GME faculty and residents on a volunteer basis, and partnering with community outreach organizations and departments within the hospital system can provide service opportunities. Stipends may be offered through GME, the office of diversity and inclusion, or the organization philanthropic foundation. OH PDS program template and presentation slides from the 2020 Webinar Series may be distributed to AIAMC members.

4. If chosen for this award, will the nominee be present at the AIAMC 2021 Annual Meeting, to be held March 25th thru 27th at the Loews Vanderbilt Hotel in Nashville, Tennessee? The award will be presented at the March 26th Awards Dinner. *(Please note the institution should ideally be represented by its CEO & CAO)*

Yes No Not Sure Due to Travel Restrictions

*Please send this completed form to
Kimberly Pierce-Boggs, Executive Director,
by e-mailing Kimberly@aiamc.org or faxing 888-AIAMC11 (888-242-6211)
NO LATER THAN NOVEMBER 16, 2020*